

PROGRAMME OF STUDIES
FOR
THE ELEMENTARY SCHOOL
(GRADES I TO VIII)
PART 1

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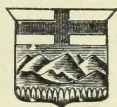
ENGLISH
CITIZENSHIP
AND
ARITHMETIC

PART I.

OF THE
PROGRAMME OF STUDIES

FOR THE
ELEMENTARY SCHOOLS OF
ALBERTA

GRADES I to VIII INCLUSIVE



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N.B.—Outlines of Courses in Household Economics, Manual Arts, Special Art Courses, The Directive Courses and Commercial Courses may be obtained on application to the Department of Education, Edmonton.

General Introduction

The Course of Study in the Work of the Modern School.

No part of the machinery of education provokes as much discussion in these days as the "Programme of Studies." This would seem to indicate that in the opinion of school authorities, generally, the course of study plays a very important part in the process of education. To question the inclusion of a subject in the curriculum, or the content of the course in any subject, is to raise at once the question of aims and objectives in the whole educational scheme. An attempt to revise a curriculum or to re-write a course of study always results in at least a re-examination of the ends being sought through this instrumentality. Assuming that the only source of material to be included in the curriculum is in the results obtained by the race in its attempt to solve its problems up to this moment, it at once becomes apparent that the exact nature of any curriculum is the result of somebody's attempt to make a selection from the great body of race experience. Intelligent selection can be made only when intentional, definite and well defined purposes are clearly in mind.

It is the function of the curriculum to put children in possession of their great intellectual heritage. This can be best interpreted to the child when it is regarded as a summary of the solutions of its various problems which the race has devised up to the present moment. It must, however, do more than this. Not only must the child be made acquainted with the steps by which we have won our present position, but it must be assisted to an intelligent participation in the various activities inevitable to our present social organization. Selection of desirable experiences must be made from all the possible activities which present themselves in the everyday life of the child. Thus, many types of experience valuable in themselves must be passed by, simply because there are others more universally desirable. Conscious curriculum-making implies the intentional selection of material and activities which, together, will result in desirable changes in behavior and the development of wholesome attitudes and ideals. Such is the point of view from which the course has been written.

In general the thought has been that the Course of Study must be a definite handbook and guide to the teacher in interpreting the various subjects. The authors were urged to organize and write their courses in such a way as to afford inspiration to the teachers

as they used them. To this end not only has the general scope of the work been clearly indicated in each case, but the ends to be sought have been set forth in considerable detail, and suggestions included as to how material and experiences may be consciously used in the development of desirable habits. Where possible, standards of achievement have been included for the guidance of the teachers, and minimum requirements set down. Methods and procedures of proven worth have been recommended, and references both as to pedagogical and subject matter helps have been supplied, in order that the teacher's task of teaching well so many subjects may be lightened.

In the very nature of the case a "Programme of Studies" so prepared demands more than an occasional reference to ascertain the limits of work for each grade. Each course should be studied until the teacher has mastered the fundamental point of view in it. Only then will the aims, objectives and outcomes towards which he is to work in all he does with the children becomes clear.

The General Plan.

In this programme the following subjects are considered as fundamental: English (including Reading, Literature, Composition, Spelling and Grammar); Arithmetic; Elementary Science (including Nature Study, Geography, Hygiene, and Agriculture); Writing; and Citizenship (including History, Civics, and Ethics). Promotion examinations are to be based on these subjects. The secondary group includes the following subjects: Music, Physical Education, and Industrial Arts (Art, Manual Arts and Household Economics).

Distribution of Time.

On the basis of a week of 1,500 minutes the following is suggested as a fair distribution of time:

Arithmetic	225	Minutes
English—		
Reading and Literature...	300	
Language and Composition	200	
Spelling	100	
	—	600 "
Citizenship	125	"
Writing	100	"
Elementary Science	170	"
Music	75	"
Industrial Arts	125	"
Physical Education	80	"
	—	
	1500	Minutes

The allotments given above are to include both teaching and seat-time on a given subject.

Reading and Literature

INTRODUCTORY

Reading.

The pupil's success in every subject he studies in school, as well as his education after he leaves school, depends largely on his ability to interpret the printed page accurately and quickly. People read for two reasons: to gain information (silent reading), and to give information and pleasure (oral reading). Nine-tenths of life's reading is silent; and the other tenth, the oral reading, is usually preceded by silent study. It seems only sensible, therefore, that a major part of the reading time in school should be used for practice in silent reading.

By the end of the third school year, the pupil is expected to have mastered the mechanics of reading and to have acquired a small reading vocabulary. Much of this mechanical training is, of necessity, oral. It is the work of the intermediate grades, by constant practice, to make the pupil's recognition of the symbols automatic; to develop the power of gathering thought from the symbols accurately and quickly; to train the pupil to express the thought, so gathered, intelligently, that a listener may follow it. *The recognition of symbols and power of interpretation* are all important in silent reading, and the success of the oral reading depends largely upon them.

Silent Reading.

If these aims are to be achieved, reading in the intermediate grades must cease to be a recitation, and must become a teaching and a study period. The teaching and practice of silent reading must come first. Every pupil should read silently at least one half-hour each day, and should give some account of what he has read. With growth of libraries, the silent reading will help to solve the seat-work problem.

The Readers contain many selections suitable for silent reading. In such a lesson as "The Maid of Orleans," the teacher will first connect the story with France, a country which all the pupils will know by name. Once before, very long ago, France was almost conquered. Her cities were taken, her king was in hiding, her soldiers had lost hope, when all was saved by a young girl. The story is told in the book. Discuss the picture of Jeanne. Teach the pronunciation and meaning of the most difficult words, phrases, and idioms. Assign the lesson for silent reading. When

pupils have read it, require them to answer orally, or on paper, the following questions:

Describe her. About whom is the story told?
What did the heroine do?
What was the most exciting thing that happened?
What happened in the end?
What do you think of the heroine?
Do you like the story? Why?

Various methods may be used in silent reading.

1. (a) Teacher places thought questions before class.
(b) Pupils read silently to discover the answers to the questions.
(c) In class discussion, pupils answer the questions and tell what they have read.
2. (a) Pupils read different stories or articles silently, and prepare reports.
(b) Each pupil makes report of his own article to the class.
(c) Each may prepare written synopsis of what is read.
3. (a) Pupils read silently, and each prepares list of questions to ask the others.
(b) In class, the questions are answered.
(Senior classes may prepare questions for junior pupils.)
4. Groups of questions suited to different grades, and to different topics, may be prepared and left upon the blackboard, that the pupil may read silently, handing in his slip of answers or his report to the teacher at the end of the day. A very slight examination of the slips will serve to keep the teacher in touch with the pupil's needs and progress.

Teach the pupils to think, and to discover the meaning of new words from the context. Teach them to use the dictionary for pronunciation and meaning. Such instructions should steadily lessen the need for the word drill in preparation.

The silent reading lesson provides material for the oral composition lesson; it is an important assistant to the history, geography, or elementary science lesson; and it is the necessary preparation for oral reading.

Oral Reading.

The object in reading aloud is to give information and pleasure, to entertain the listeners. This should never be forgotten. Success depends upon—

1. The accuracy with which the thought has been gathered, and degree of appreciation developed, in silent study.
2. The careful practice of the formal elements (the same in oral reading as in speaking), viz.:
 - (a) Easy erect standing position.
 - (b) Proper breath control.
 - (c) Distinct enunciation.
 - (d) Correct pronunciation.

Every teacher gives breathing exercises as a regular part of

the physical training work. To these may be added simple exercises for breath control, as—

- (a) Fill lungs with air. Then hum, making the breath last as long as possible. Exhale on “s,” “ah,” whistling faintly.
- (b) Fill the lungs. Count as far as possible before taking a second breath.
- (c) Practise reading long sentences or paragraphs, taking as few breaths as possible.

Good enunciation is the utterance of elementary sounds by accurate movement of the organs of articulation, so that each sound is clear cut in form and distinctly audible. Careful articulation adds charm to conversation, and it is essential in reading aloud or speaking to an audience. Careful articulation on the part of the teacher is a great help, and regular practice will do much for the pupils, and in the regular oral reading lesson, and the oral composition, articulation should be corrected in season and out of season.

Suggestions for Improving Articulation.

1. Give breathing and breath control exercises.
2. Give exercises for opening the mouth (to admit the width of three fingers).
3. Give phonic exercises to all grades.
4. Sing the vowels.
5. Pronounce beginning and final consonants distinctly.
6. Practise speaking slowly a word at a time.
7. Pronounce lists of words, stopping between each pair.
8. Repeat “tongue-twisters” as: “Peter Piper picked,” etc.
(The teacher can easily make them up.)

Other methods should be used for the oral reading.

1. (a) The thought of the lesson is gathered in silent reading.
(b) Each pupil is assigned a part to read aloud to class. He prepares his part as well as he can.
(c) Pupils read their parts in turn (class listens with closed books).
(d) Teacher and listeners compliment, if possible, and discuss possible improvements.
2. If the selection has been much enjoyed, and there is considerable scope for improvement, parts may be exchanged, further preparation made, and a second reading lesson follows. (It is better to prepare and render a new lesson than to re-read a tiresome one.)
3. (a) Silent study; (b) Oral Reading; (c) Dramatization. Or, dramatization may follow directly upon the silent reading. Extempore dramatization should be a natural part of any reading lesson.
4. Each pupil, having read a story, article, or book, should

prepare and read aloud an interesting scene or incident. He should be able to give a brief account of what precedes and follows.

5. Pupils may, in turn, read aloud to the class at noon hour (in winter), on Friday afternoon, or while hand-work is being carried on.

6. Several pupils may prepare to read aloud an incident or story at the school concert, or on a public day. Having prepared, each should read to the class, that the class may choose the best reader to represent them.

The pupil's reading may be divided into two classes:

(1) Reading for information: as, current news, texts, supplementary readers in History, Geography, Science, etc.

(2) Reading for pleasure: as, stories, poems, novels.

It is important that the school should teach the child *what* to read for pleasure. It is also an important part of the school's function to train a child so that when he leaves school he will enjoy something besides fiction. From Grade IV upward the teacher should see that all pupils read regularly and intelligently (giving some account of it) informative matter as well as stories. It is important also that the child's taste should be so trained that he will care for good fiction, good poetry, good plays, etc. If he is to care for them, he must be familiar with them, and must have some simple standards for judging. This training, and these standards, he should get in the Literature lesson.

Literature.

The Literature lesson is a half hour (shorter or longer) period taken once or twice a week, in which the teacher tries to show the child the particular beauty or beauties of some selection of literature. This cannot be done in a few moments preceding the reading lesson. It must not be confused with the word drill or thought-gathering lesson. It has but one aim: to send the pupils away from the lesson, having seen some new beauty in the selection, and desiring to read it again.

In a poem like "The Brook's Song," the chief beauty is the rhythm, which so wonderfully recalls the sound of water running over stones. The teacher, by reading the poem once and again, by question and suggestion, should try to get the children to *hear* the Brook. In "Dickens in Camp," the teacher can help the class to see vividly the camp-fire, the circle of faces, their varying expressions, the background of night. They will hear, if they listen, the sound of the wind in the pines, the rush of the mountain stream sounding through the verses. It is no longer "just a poem." It is a picture, an incident, balanced on the edge of tragedy.

Single elements of literary beauty have been suggested for special study in each grade. Each element has been assigned to the earliest grade able to appreciate it. It is intended that each element should be studied in its own and each succeeding grade. Many selections will provide lessons upon all the different elements mentioned, such as "Young Lochinvar": story, picture,

character, rhythm, etc. Discussion as suggested should not only help the pupil to enjoy the particular selection, but set up in his mind standards of beauty and excellence in prose and verse.

The teacher of Literature should—

1. Choose to teach as Literature selections which he himself enjoys.
 2. Practise, to read the selection well.
 3. In each lesson help the pupils to see some particular beauty.
 4. Call attention to beautiful words, phrases, and sentences.
 5. Avoid over-teaching that which is simple and full of feeling, as: "In Flanders Fields"; "The Gettysburg Speech"; "Crossing the Bar."
 6. Help the pupils to memorize much.
 7. Read beautiful selections to them again and again.
 8. Read aloud to them as much as possible.
-

READING AND LITERATURE IN PRIMARY GRADES.

The reading problem is the most important one which confronts the teacher, because of its intricate nature and far-reaching effects. To teach a child to read, to choose his material wisely, and to gather knowledge quickly and definitely, is to educate him. To teach him to read is the work of the primary grades. To teach him to associate what he reads with actual experience, in his own life and surroundings, has its beginning there, and has no end in school life. If the material which he works upon in acquiring the necessary mastery of mechanics is good in form, simple in nature, and easy to handle, he likes reading. If abundance of child literature suited to his interests is within reach, a taste for good literature begins to be formed.

Subject matter for reading should be varied in form, interesting in nature, and well graded in difficulty. In the main, it should be based on literature suited to the age of the child.

Grade I. Language units based on personal experiences.

Nursery Rhymes.

Fables, Folk Stories, Poetry.

Grade II. Nature stories, Fables, and Folk Stories.

Poetry.

Grade III. Nature and Hero Stories.

Fairy and Folk Tales.

Wonder Tales.

Modern Animal Stories.

Stories of Children of Other Lands.

Humorous Stories.

Poetry.

Kinds of Reading.

A.

Silent Reading has been too long taken for granted, instead of being definitely taught. Efficiency in silent reading is vastly more important in the average person's life than efficiency in oral reading, because the latter is used only occasionally, while silent reading is a constant necessity. Definite training in silent reading should begin in Grade I, and go on through the other grades, until the child has learned to gather thought correctly and quickly by this means.

Some Suggestions for Silent Reading Lessons.

1. Have children read action words or sentences, and do what they say.
2. Use written directions for change of work or physical exercises.
3. Have them read the lesson in the light of a problem. Read first, then answer the question on the board.
4. Let the children read to find out how to play a game or make some article of hand-work.
5. Read a story, then tell it or a particular part.
6. Have children read a poem, and find parts that they could illustrate by drawing or in color.

B.

Oral Reading at present is an overworked art. It has been used upon all kinds of material, and has often resulted in children acquiring a habit of reading slowly. It is a real necessity in Primary Grades, but should not be the only kind used. And it, like silent reading, should be taught—not merely heard. Oral reading is very important for many reasons. It is the test of correctness in silent reading, both in word-grasp and interpretation. Children like to read aloud, if sufficient preparation has been made in removing mechanical difficulties.

Good Oral Reading depends upon—

1. A liking for and clear understanding of what is being read.
2. Mastery of mechanical difficulties.
3. Freedom from shyness or self-consciousness.
4. Motivation. Oral reading is primarily a social act.
5. Careful choice of selections to be read.

Socializing Reading.

Since reading is primarily a social exercise, many opportunities are utilized to stimulate the desire to read aloud. The following are suggestive:

- (a) To give information from a book not in the hands of the other pupils.
- (b) To give pleasure to one's self and others (dialogue reading).

- (c) To dramatize as one reads, or to read while others dramatize (Dramatic Reading).
- (d) To read occasionally to another class in school.

Measuring Ability in Reading.

In every branch of instruction we need a definite standard of attainment, to be reached at the end of each grade.

Speed in silent reading is a measurable factor and one easily determined with definiteness. The Courtis Measuring Tests will be found very helpful in determining whether or not a class is up to standard. It is important to measure not only speed, but apprehension of thought. Tests of this kind have been prepared by Professor Thorndike.

Primary Reading is made up largely of learning to read. The symbol must be mastered in order that the child may glean thought from the printed page. Usually the child wishes to learn to read. If this desire be not largely present, the teacher's first work is to waken it by every means in his power. Stimulating the wish to read materially shortens the process, as well as makes for a better kind of reader.

Methods.

Incidental methods of teaching are in line with the suggestion in the last paragraph.

- (a) Labelling objects with the printed name.
- (b) Having directions for change of work on cards.
- (c) Titles of pictures.
- (d) Names of people.
- (e) Color names made in suggested color.

These are ways in accord with the child's previous learning of speech, and in accord with his interests, and of great value to the teaching of beginners.

Thought methods are to be preferred to mechanical methods of teaching reading, because through them the child learns to love reading, at the same time that he learns to read. The material in the thought readers is of a better type than that in the purely phonic book.

The Sentence Method is the best to use in beginning reading, if children have a good speaking vocabulary. Presenting units of thought, the child grasps the idea before he does its visible form. The form has always a definite meaning.

The Word Method, used in an objective manner, seems the best for foreign schools. The language unit, being smaller, is easier of grasp and idea. The spoken word and written form are taught in the natural order. The main work of the teacher of a mixed class is to build up a good vocabulary, many spoken words and sentences, and a lesser number of written or printed ones.

Phonic analysis of known words preceded by exercises in ear-training, and associated with written symbols, increases the value of the child's word-grasp. The taking of known words apart, and

the putting of known parts together to make new words, is to children an easy and pleasant process if work is carefully arranged and skilfully presented by the teacher. The child becomes self-helpful. He tries his powers on new words and attacks them in a variety of ways. They may resemble a known word or contain a known part; they may be inferred from the context, or they may be sounded. Knowing the first sound of a word seems to be a very important step. For slow readers, blending the sounds seems the most difficult step in word-grasp.

These early steps in reading are best taken from the blackboard. Large posters with illustrations, sentences, or rhymes upon them may be made, or charts may be used if they bear suitable material. At present there seems to be a growing preference for using printing, due partly, no doubt, to the fact that small printing outfits are easily obtainable, and very helpful in making flash cards, charts, posters, etc. Some teachers argue in favor of print, because they think the child turns more easily to books, and sooner becomes self-helpful. Some say, too, that there is no objection to the child attempting to print words right from the beginning, as printing is only drawing, and that the teaching of writing may well be left until many exercises in movement and muscular control have been given. Whether the teacher uses print or script on the blackboard, it should be large and clear, and the children so placed that they can see it easily.

The length of time to be spent on this kind of material will have to be left to the wisdom and discretion of the individual teacher. If well prepared for the use of the book, its possession is a real joy. Books can be managed sooner with a small group than with a large one. From one to two months is usually spent on incidental preparatory reading.

Literature.

Literature and Reading go hand in hand. The best material for Language Study and Reading is that furnished by Literature.

Formal methods of teaching literature are not necessary or desirable in Primary Grades. Enjoyment and appreciation, followed by dramatization and some memorization, will be the desired end. Memorizing poetry by *wholes* is the best way to fix the form. Repeat the form for the class; the children listen; then have them accompany the teacher. Ear-training is a valuable part of the work. Listening to the teacher say the verse is as much a part of the lesson as repeating it. Make sure that the class as a whole know the selection before testing individuals.

Beginning with Nursery Rhymes, and following with the dearly beloved story, the teacher has a great storehouse of child literature rich in sound value, intended to be told, and said, and sung, in order that little minds might be charmed, little hearts thrilled, and the creative instinct stirred to expression in each pupil who comes under his sway. Too much stress can hardly be laid on the value to the pupils of having a teacher who can appreciate and express beautifully and feelingly these gems in child literature.

Books for the Teacher.

Huey: *Psychology and Pedagogy of Reading.*

Klapper: *Teaching Children to Read.*

A Manual of Method to Accompany Canadian Readers, Book I.

Jenkins: *Reading in Primary Grades.*

Briggs & Coffman: *Reading in Public Schools.*

Parker: *How to Teach Beginning Reading.*

Starch: *Educational Measurements.*

Bryant: *How to Tell Stories to Children.*

Shedlock: *The Art of the Story-teller.*

Houghton: *Telling Bible Stories.*

Gesell: *The Normal Child and Primary Education.* (See Chapter XI, "Phonics and Speech," and Chapter XIV.)

OUTLINE BY GRADES.

GRADE I.

Aims.

To stimulate the child's desire to learn to read.

To teach the child to associate idea with printed form.

To present language units in easy form.

To help the child acquire the mechanics of reading.

A. Silent Reading.

Aims:

To teach the child to associate printed forms with objects and action.

To get thought by means of symbols.

Incidental methods are very useful in the beginning, e.g., as labelling objects with printed names, as: desk, chair, table, box, pencil, ball, book, apple, flower.

Teaching action words and sentences by means of printed cards, as: "Run," "Jump," "Sit," "Stand," "Hop," "Skip," "Clap," "March," "Walk," "Run to the door," "March to the desk," "Wave the flag," "Roll the ball to me."

Use—

(a) Interesting pictures with titles below.

(b) Large cards with words and pictures.

(c) Color names in corresponding colors.

A vocabulary of *fifty sight words* should be obtained in this way. These should be drilled upon until children recognize them easily, alone or in context. Some of the sight words will be taken from the rhymes in the early part of the primer.

Phonetics.

Oral work and ear-training as suggested in the manual should be given each day until the fifty sight words are known, when

written work should begin. The teaching in phonetics should be carried on apart from the regular lesson in reading. The steps are fully explained, and a definite order of presentation given, at the end of the Canadian Reader, Book I.

B. Oral Reading.

Aims:

- To read in sentence wholes.
- To get and give the thought.
- To read with good expression.

The first lessons in oral reading will be from the blackboard. These may be based on Language units, stories, or rhymes. After a language lesson is taught, the teacher writes two or three of the best sentences on the board. These are of special interest, and make an excellent reading lesson. The daily activities offer much material that is suitable for such lessons.

If a story is chosen, it will first be made familiar in the language period. Children will picture the story, act its part, and tell it several times. Take, for example, "The Little Red Hen." The teacher asks: "Shall we make a reading lesson of our story, 'The Little Red Hen'?" The children agree, and the teacher writes the title on the board. He then asks questions, e.g., "What did the little red hen find? Whom did she call? Whom else?" and, when the required answer is given, writes it on the board. Thus a certain unit has been built up, as—

The little red hen found some wheat.
She called the cat.
She called the dog.
She called the pig.

Then the teacher, questioning as before, indicates the answer by pointing to the board. All the children are given a chance to read. The development of this story takes several days. It must be followed with suitable seat work, to fix the phrases and words in the children's minds.

If a rhyme is chosen for the reading, it will first be memorized and dramatized. The teacher writes the whole rhyme on the board, and the children read it. Next he calls attention to the different lines, and they learn to recognize these. Phrases are then drilled upon, and finally particular words.

Mechanics.

Sentence wholes are presented first. Words are found in these, or single words are taught that have a sentence idea. The child should learn to recognize at least fifty words as wholes. These are grouped by first letters, to give initial consonants. Much training in oral phonics precedes the written work. All the consonant sounds (except *q*, *x*, *y*, *z*), and the short sounds of the vowels are taught during the first six months.

There must be regular word-study lessons and daily phonic drill to assist in word-mastery and lead the child to become self-helpful. For further suggestions see *A Manual of Method to Accompany the Canadian Readers, Book I.*

The Primer.

When the child can recognize quite a number of words and phrases which occur in the early part of the book, and can read a little from chart and blackboard, the primer is put in his hands. It is not well to give the book too soon; children should view it as a great prize, and look forward to arriving at the stage when they may possess a book.

Phrase and word drill should precede the reading lesson each day.

Supplementary Reading.

At least two supplementary primers should be read. They may be chosen from the appended list. Bright children will read a dozen primers during the first year with ease.

Introductory.

The Field Primer (Ginn & Co.).

An Easy Primer (Ryerson Press).

Literature.

The Free and Treadwell Primer (Row, Peterson & Co.).

The Winston Primer (W. J. Gage & Co.)

The Merry Readers, Book II (Canadian Edition) (Thos. Nelson & Sons).

The Rhyme and Story Primer (Little, Brown & Co.).

Progressive Road to Reading, Book I (W. J. Gage & Co.).

Silent Reading.

Silent Reader, Book I (Thos. Nelson & Sons).

Stories.

To be read to and by the children:

All About Peter Rabbit (F. Warne & Co.).

Little Black Sambo (F. Stokes & Co.).

Cherry Tree Children (Little, Brown & Co.).

Boy Blue and His Friends (Little, Brown & Co.).

I Want to Read (Thos. Nelson & Sons).

Collections.

For reading and memorization:

Christina Rossetti: *The Sing-Song* (Thos. Nelson & Sons: The Macmillan Co.).

Golden Steps, from *The Royal Treasury Series*.

The Child's Own Book of Verse (The Macmillan Co.).

The Golden Staircase, Book I (Thos. Nelson & Sons).

C. Literature.

Aims:

To give the child pleasure.

To help form a taste for good literature.

To add to his vocabulary.

The literature chosen for this grade should be rich in sound value. Sound, not sense, is what the child loves, as evidenced in his enjoyment of rhymes and jingles. Poetry in which the rhythm is strongly marked makes the greatest appeal. The best loved stories have much rhythmic repetition, and are full of action.

Stories told to be selected from this list. It is not necessary or desirable to tell all of these. For requirements in retelling and dramatization, see Language outline for Grade I.

Story List.

From *How to Tell Stories to Children* (Houghton, Mifflin Co.):

"The Three Pigs."

"The Old Woman and Her Pig."

"How We Come to Have Pink Roses."

"The Pig Brother."

From *For The Children's Hour* (Milton, Bradley Co.):

"The Little Red Hen."

"The Gingerbread Boy."

"The Three Bears."

"The Tale of the Littlest Mouse."

"The Travels of a Fox."

From *My First Fairy Story Book* (Thos. Nelson & Sons):

"Cinderella."

"Jack and the Beanstalk."

From the Bible:

"The First Christmas."

"The Baby Moses."

"Little Samuel."

"Joseph and His Coat."

"David the Shepherd Boy."

From *More Mother Stories* (Milton, Bradley Co.):

"The Christmas Stocking."

"The Little Grey Pony."

From *Aesop's Fables*:

"The Lion and the Mouse."

"The Wind and the Sun."

From Other Sources:

"The Tar Baby," *Uncle Remus* (Thos. Nelson & Sons).

"The Little Donkey Engine," in *The Riverside Reader*, Book I; also in *Primary Education* for Feb. 1922.

Poetry Suggested for Memorization.

From *Nursery Rhymes*:

"Jack and Jill."

"Tom Tinker's Dog."

"Little Miss Muffet."

"Little Jack Horner."

"Betty Pringle's Pig."	"Little Robin Redbreast."
"Little Betty Blue."	"The Old Woman Who Lived in a Shoe."
"Polly, Put the Kettle On."	"Curly Locks."
"Pease Porridge Hot."	"Little Bobby Shaftoe."
"Little Polly Flinders."	"Sing a Song of Sixpence."
"Little Bo-Peep."	"Little Tee-Wee."
"Little Boy Blue."	

From Christina Rossetti: *The Sing-Song* (Macmillan Co.):

"Mix a Pancake."	"What Does the Bee Do?"
"Who Has Seen the Wind?"	"A Frisky Lamb."
"Sun and Rain."	"Boats Sail on the Rivers."
"What is Pink?"	"O Wind, Where Have You Been?"

Many suitable short poems for reading to children will be found in *The Child's Own Book of Verse*, Book I (Macmillan Co.), and *The Posy Ring* (Doubleday, Page & Co.).

For minimum requirements, see Language outline.

GRADE II.

Aims.

- To stimulate the child's liking for reading.
- To give practice in thought-getting.
- To provide interesting material, and extend the child's ability in reading.
- To help the child acquire the mechanics of reading.

A. Silent Reading.

Aims:

- To provide opportunity for the child to exercise his reading power.
- To help him extract thought, which he translates into action.
- Silent Reading may be used much more for seat work, in this grade, than in the preceding one. It may be used as a preparation for reading, or as a follow-up exercise to fix facts and forms.

Blackboard.

- (a) Instructions to be followed by the class are written on the board.
- (b) Questions pertaining to certain lessons which compel the children to read before answering.
- (c) General instructions to be followed as to other kinds of seat-work when one kind is completed.

Many primers, and other first readers chosen from the list for supplementary reading, should be placed where the children have easy access to them, when the required exercises are finished.

Suggested for Silent Reading and Reproduction from Canadian Second Reader.

"The Goose that Laid the Golden Egg," "Baby Bear Mends his

Chair," "In a Minute," "The Dandelion," "The Snow Blanket," "Little Hiawatha," "The Raindrop," "How the Robin Got its Red Breast," "An Outdoor Circus," "The Origin of Pussy Willows," "The Little Eskimo," "The Reason Why."

B. Oral Reading.

Aims:

To read with good expression.

To get and give pleasure.

Selections from the reader should be chosen which are dramatic in style. Dramatization is one of the best means of securing expressive reading. Only selections of a literary value, or those which are conversational in style, should be taught for expressive reading.

Much use will be made of the supplementary readers for oral as well as silent reading.

Suggested for Oral Reading from Canadian Second Reader.

"Matilda Jane," "The Fisherman and his Wife," "The Water and the Pitcher," "The Rainbow," "The Jackal and the Alligator," "The Snowbird's Song," "The Brown Thrush," "The Sandman," "The Wind and the Sun," "Hiawatha's Brothers," "The Lost Doll," "The Story of Piccola," "The Rainbow Bridge," "Over in the Meadow," "The Frog Prince."

Mechanics.

The teaching of phonics continued in connection with the reading lesson. Word and phrase drill will precede the regular reading as a preparatory exercise. Regular drill on phonic lists and exercises in word-building will help to give reading power.

Supplementary Reading.

At least two of these to be read:

Readers.

Free and Treadwell, 1st Reader (Row, Peterson & Co.)

The Winston Readers, Books I and II (W. J. Gage & Co.).

The Merry Readers, Book III (Thos. Nelson & Sons).

Progressive Road to Reading, Book II (W. J. Gage & Co.).

The Hiawatha Primer (Houghton, Mifflin Co.).

Silent Reading.

Silent Reader, Book II (Thos. Nelson & Sons).

Stories.

The complete story has a greater value in holding the attention of the child than the reader which is made up of short disconnected selections.

Pretty Polly Flinders (Little, Brown & Co.).

Bunny Rabbit's Diary (Little, Brown & Co.).

Twilight Town (Little, Brown & Co.).

I Read Them Myself Series (Thos. Nelson & Sons).

"Cinderella."

"The Wolf and Seven Kids."

"Jack and the Beanstalk."

"Hop o' My Thumb."

Seven Little Sisters (Ginn & Co.).

Collections.

For reading and memorization.

Doors of Gold, in *The Royal Treasury Series* (Thos. Nelson & Sons).

The Child's Own Book of Verse (The Macmillan Co.).

A *The Child's Garden of Verse*, by Stevenson (Copp Clark Co.)

The Golden Staircase (Thos. Nelson & Son).

C. Literature.

Stories for telling may be selected from the following list:

From *Stories to Tell to Children* (Houghton, Mifflin Co.)

"Raggylug."

"The Cat and the Parrot."

"Epaminondas and His Auntie."

From *For the Children's Hour* (Milton, Bradley & Co.):

"The Shoemaker and the Elves."

"What Broke the China Pitcher."

"The Fox and the Crow."

"The Hare and the Tortoise."

"The Boy Who Cried 'Wolf!'"

From the Bible:

"David and Goliath."

"Noah and the Ark."

"Daniel in the Den of Lions."

"Samson the Strong Man."

"The Little Syrian Maid."

From *Grimm's Fairy Tales*:

"Puss in Boots."

"Hansel and Gretel."

"The Sleeping Beauty."

Other Sources:

"Philip's Valentine" (*The Child's World*).

"Mrs. Chinchilla" (*The Story Hour*).

"Brer Rabbit and Mrs. Cow" (*Uncle Remus*).

Suggested for Memorization from Canadian Second Reader.

"Bed in Summer," "The Chickens," "Autumn Fires," "The Wind," "The Dandelion," "Frogs at School," "The Swing,"

"Hiawatha's Brothers," "The Lost Doll," "Lady Moon," "Boats Sail on the Rivers," "My Shadow," "Pussy Willow," "Wynken, Blynken and Nod," "Iris Lived among the Clouds" from *The Rainbow Bridge*.

Poetry for Memorization.

One or two stanzas will be sufficient when the poem is long.

From *The Child's Garden of Verse*, by Stevenson:

"My Shadow."	"The Swing."
"Bed in Summer."	"Marching Song."
"The Wind."	"My Bed is a Boat."
"A Good Play."	"Rain."
"Windy Nights."	"Where Go the Boats?"

Other poems suited to this grade:

- "The Owl and the Pussy Cat," by Edward Lear.
- "Why Do Bells for Christmas Ring?" by Field.
- "The Fairies," by Allingham.
- "The Little Elf," by John Kendrick Bangs.

For minimum requirements see Language outline.

GRADE III.

Aims.

- To perfect the child's reading ability.
- To provide much material for silent reading.
- To complete the mechanics of reading.

A. Silent Reading.

Aims:

- (1) To gain information.
- (2) To get pleasure.
- (3) To provide occupation.

Many exercises in silent reading may be given in this grade. Children are led to read for information on a variety of subjects. They should have some book where the one story runs all the way through, and read for the joy of the story. There should be a reading table, with varied material on it suited to their interests, to which they may have recourse when other seat-work is completed.

Suggested for Silent Reading and Reproduction from Canadian Third Reader.

"Alice in Wonderland," "Squirrel Wisdom," "Ning Ting," "James Watt," "Florence Nightingale," "Lord Nelson," "Robinson Crusoe," "The Story of Aladdin," "Joseph and his Brethren,"

"The Chimney-sweep," "Mother Partridge," "Madonna of the Chair," "Saint Valentine."

B. Oral Reading.

Aims:

To read with good expression.

To give pleasure.

Children in this grade should read with ease and freedom. They should be able to enjoy easy books. Dramatization with the book in hand is the best method for securing expression. Much use is made of supplementary material. Children are encouraged to bring books they like to school and read from them to the class.

Suggested for Oral Reading from Canadian Third Reader.

"Belling the Cat," "One, Two, Three," "The Good Samaritan," "Sir Philip Sidney," "The Sunflower," "The Golden Touch," "The Pedlar's Caravan," "A Japanese Home," "The Laughing Chorus," "Pandora's Box," "The Scarecrow," "He and She," "King Wenceslas," "The Lost Camel," "How the Indians Got Corn."

Mechanics.

Drills on difficult vowel and consonant combinations should complete the task of word-recognition. If pupils stumble over words, or make them out slowly, it is for lack of phonic grasp. Special drills should be prepared for special difficulties. Preparatory lessons, consisting largely of word study and silent reading, should precede the oral reading lesson.

Supplementary Reading.

At least two of the following are to be read in addition to the Second Reader:

Free and Treadwell, Second Reader (Row, Peterson Co.).

The Winston Reader (W. J. Gage & Co.).

The Progressive Road to Reading, Book III (W. J. Gage & Co.).

Play Awhile: A Dramatic Reader (Little, Brown & Co.).

Silent Reading, Book III.

Stories to be Read to the Children.

Bigham: *Merry Animal Tales.*

Reynard the Fox (Macmillan Co.).

Mother West Wind's Animal Friends (Little, Brown & Co.).

Adventures of Pinocchio (Ginn & Sons).

Mr. What and Mr. Why (Thos. Nelson & Sons).

Kipling: *Just So Stories.*

Collections.

To be used for Reading and Memorization.

F. D. Sherman: *Little Folk Lyrics.*

Eugene Field: *Child Poems.*

Fairy Favors in Royal Treasury Series (Nelson & Sons).

The Child's Own Book of Verse, Book II (Macmillan Co.).
The Golden Staircase, Book II (Thos. Nelson & Sons).

C. Literature.

Stories for telling, to be selected from the following:

"The House in the Wood," from *For the Children's Hour*.

"Snow-White and the Seven Dwarfs," from Grimm.

"The Frog-Prince," from Grimm.

"The Tin Soldier," from Andersen.

"The Princess and the Pea," from Andersen.

"Dust Under the Rug," from *Mother Stories*.

"Wishing Wishes," from *More Mother Stories*.

"The Paradise of Children," from Hawthorne's *Wonder Book*.

"The Golden Touch," from Hawthorne's *Wonder Book*.

"How the Elephant Got His Trunk," from *Just So Stories*.

"How the Whale Got His Throat," from *Just So Stories*.

"The Golden Cobwebs" (Christmas Story), from *How to Tell Stories*.

"The Good Samaritan," from the Bible.

Suggested for Memorization from Canadian Third Reader.

"The Elf and the Dormouse," "The Sleepy Song," "Where Go the Boats," "Golden Rod," "The Lobster Quadrille," "The Hayloft," "The Duel," "The Land of Story Books," "The Owl and the Pussy Cat," "Pippa's Song," "April Rain," "The Rockaby Lady," "The Lullaby of an Infant Chief," "The Wake Up Song," "The Good Samaritan," "One morning Clytie arose" from "The Sunflower." The verses from "The Pied Piper." "You may as well open it," from "Pandora's Box;" "And it came to pass when Joseph was come unto his brethren," from "Joseph and his Brethren."

Poetry for Memorization.

From Eugene Field's *Child Poems*:

"The Rockaby Lady."

"The Duel."

"A Japanese Lullaby."

"The Night Wind."

"The Sugar-Plum Tree."

From *The Canadian Poetry Book* (J. M. Dent & Sons, Toronto):

Pauline Johnson: "The Iroquois Lullaby."

Ethelwyn Wetherald: "The Whity Pinky Pig."

Charles G. D. Roberts: "The Sleepy Man."

Pauline Johnson: "The Maple."

I. E. Mackay: "The Wonderful Fishing of Peterkin Spray."

Norah Holland: "The Shepherd's Song."

Other poems suited to this grade will be found in *The Child's Own Book of Verse* and *The Golden Staircase*.

GRADE IV.

General Aims.

1. To give pupils practice in collecting a group of thoughts about any given topic.
2. To train pupils in reading smoothly.
3. To give pupils practice in building up a mental picture of the scene in literature.

A. Silent Reading.

Aim:

Increased speed. The pupils should now have mastered the mechanics of reading. It is time to work for speed and smoothness. These are acquired by regular practice. Remember! a slow reader is a poor reader. Test by questions, handwork exercises, and reproduction.

Suggestions for Silent Reading from Canadian Readers, Book IV.

"The Pot of Gold," "The Song of the Golden Sea," "The Three Minstrels," "The Wonderful Journey," "An Indian Summer Carol," "The Beavers," "The Bewildered Bluebirds," "Three Trees," "The Hammer of Thor," "The Living Line," "Hunting the Chamois," "A Pioneer Woman," "An Explorer's Boyhood," "The First English Singer," "The Wreck of the Hesperus," "Heidi," "Black Beauty's Breaking In," "Captain Cook," "Grace Darling," "The Heroine of Vercheres," "Canova," "Tent House."

Suggested for Silent Supplementary Reading.

Silent supplementary reading is the reading which a pupil does for himself *outside the reader*. Of this list suggested below *two books and one poem* are the minimum for a year's work. One to three copies of each book is sufficient. They should be in the school library. If the library possesses only two books for Grade IV, for example, "The King of the Golden River," and "Robin Hood," the teacher ought not to permit pupils to take the books home, but should allow pupils to read them when they have finished their work. When a pupil has finished reading a book, the teacher should test his knowledge of it by question, oral or written assignment.

N.B.—Any two stories and one poem to be read silently.

Ruskin: *The King of the Golden River* (Thos. Nelson & Sons).

Grimm's *Fairy Tales* (Thos. Nelson & Sons).

Robin Hood (Thos. Nelson & Sons).

Sheaves of Gold (Oxford University Press).

Ouida: *The Nurnberg Stove* (Educational Publishing Co.).

Richards: *The Pig Brother* (Little, Brown & Co.).

The Temple Poetry, Books II and III (J. M. Dent & Sons).

Myths Every Child Should Know (Grosset & Dunlap).

The Canadian Poetry Book (J. M. Dent & Sons).

Suggested Additional Stories.

Brown: *In the Days of the Giants.*

Fairstair: *Memoirs of a London Doll* (Macmillan).

Arabian Nights.

Mulock: *Little Lame Prince* (D. C. Heath & Co.).

Macdonald: *The Princess and the Goblin* (Thos. Nelson & Sons).

From *Poems Every Child Should Know* (Grosset & Dunlop):
"Casabianca," or "Little Orphant Annie."

From *Temple Poetry*, Book III (J. M. Dent & Sons):

"Robin Goodfellow," "The Laidly Worm," "The Bailiff's Daughter," "John Gilpin," or "Historical Associations."

B. Oral Reading.

Aims:

Smoothness. Work for expression of wholes of thought, phrase wholes, sentence wholes, paragraph wholes. Test for thought; give word and phrase drill, and make all necessary preparations first. Let pupils practise their parts by themselves. Try to have only smooth reading in class. Do not let stumbling readers read aloud to class. Poor reading is contagious. All good readers should read to the class, standing erect, facing the audience. Poor readers should come in turn to the teacher's side and read quietly to him, getting what help they need. This may be done while the others prepare their reading lesson and takes no more time than the old way. Poor readers should be encouraged to work hard towards the time when they too shall be allowed to read to the class. Study pronunciation and meaning of words. Reading is the chief source of new words. Give breath exercise and articulation drills. Insist on pronunciation of final letters.

Suggestions for Oral Reading from Canadian Readers, Book IV.

"The Dominion Hymn," "Harvest Time," "Jackanapes," "Hiawatha's Hunting," "Nutteracker and Tongs," "The Miller of the Dee," "Tom the Waterbaby," "The Frost," "Circus Day Parade," "A Ride for Life," "A Meeting in the Rain," "Billy Topsail," "Heidi," "A Boy Hero," "The Shoemaker and the Elves," "Hindu Fable," "Columbus and the Egg," "The Christmas Dinner," "Maggie and Tom," "Alice and the White Queen," "At School with Shakespeare," "A Legend of Athelney," "Summer Storm," "Little Brown Hands," "The White Ship."

Interesting scenes from the supplementary readers should be chosen, prepared and read aloud by different members of the class, as:

From *The King of the Golden River*: "The Beautiful Valley," "Coming of the West Wind," etc.

From *Grimm's Fairy Tales*: "Cinderella," "Rumpelstiltskin," "Briar Rose," etc.

From *Robin Hood*: "Little John," "Allan-a-dale," "Friar Tuck," etc.

From *John Gilpin*: "The Runaway," "At the Calender's," etc.

C. Literature.

1. Aims.

To help pupils to build up the mental pictures suggested in literature, and to teach them to look at those pictures with the mind's eye.

Develop that power of the pupil's imagination which enables him to gather details into a "picture," and to hold the group before his mind's eye visualizing it. This power is developed, as is any other, by practice. By question and suggestion the teacher helps him to collect and arrange his details, as in "The Lullaby of an Infant Chief": The nurse sitting on the battlements of the castle; rocking the baby in her arms; singing; her white mutch; her pleasant old face; rough hands; the fields and trees without; the courtyard within; the drawbridge; the warders. Literature is full of such pictures. The artist suggests outlines; the reader must fill in the details. Visualizing power is indispensable to understanding and appreciation. With correct training children quickly acquire it.

Suggested for Study as Literature from Canadian Readers, Book IV.

"Golden Windows," "Damon and Pythias," "Edith Cavell," "The Fairies of Caldon Low," "The Knights of the Silver Shield," "Michael," "The Incheape Rock," "John Ridd's Ride," "The Walker of the Snow," "The Song of the Bow," "John Gilpin," "David and Goliath," "At School with Shakespeare," "Phaeton," "The Christmas Dinner," "Sir Humphrey Gilbert," "King Arthur's Sword."

Literary Pictures Suggested for Study (from the Reader).

"Pythias on the Scaffold," "Hiawatha in the Forest," "Lady of the Lake," "Sir Roland's Shield," "Christmas Dinner," "King's Court" (Three Minstrels), "Columbus at Court," "John Ridd's Farmyard," "Jack Cornwell on Duty," "David's Fight with Goliath."

Literary Pictures Suggested for Study (Supplementary Readers).

"Allan-a-Dale's Wedding," "The Prince's Tower" (*Little Lame Prince*), "The Deck of Casabianca's Ship," "Annie and the Children by the Fire," "John Gilpin's Appearance," "The West Wind in the Kitchen," "The Beautiful Valley."

2. Suggested for Story Telling.

The myth is a step beyond the fairy tale on the road from the imaginary to the real. This new type of story may be studied in this grade. The great myths of the world should be told and retold, till the children are familiar with names and incidents of the following:

"The Three Golden Apples," "Proserpine," "Orpheus and Eurydice," "Gorgon's Head," "Cyclops," "How Odin Lost His Eye," "Quest of Hammer," "Apples of Idun," "Death of Baldur."

3. Suggested for Memorization.

Ten selections, one each month, is a minimum year's work in memorization. Many teachers will teach twice or thrice that number. If the selection chosen is a long one, only the ten to twelve best lines should be memorized. The selection should be taught first as a literature lesson, that the children may know for what beauties of thought and form it is being memorized. If possible, the memorization should be *taught* in Grade IV, the pupils reciting aloud together from the blackboard, the teacher suggesting and criticizing the recitation; then individuals recite. If the pupils must memorize at home, then at least a literature lesson and practice in oral reading of the selection should be given *first*. As a literary picture is being studied this year, it will be useful to make the short description in verse and prose the special feature of their work in memorization.

N.B.—Choose ten as indicated below.

Suggested for Memorization from Canadian Readers, Book IV.

(Choose five.)

"September," "The Clouds," "Riders of the Plains," "The Fairies of Caldon Low," "The Wind and the Moon," "The Men of Harlech," "Admirals All," "The Sower and the Seed," "Sweet and Low," "Devon Men," "Sir Humphrey Gilbert," "The Throstle," "The Brook Song," "The Whitethroat," "A Wet Sheet," "The Eagle," "Canada," "It was pleasant walking, etc." from "The Golden Windows," "Now down the rushing stream he went, etc.," from "The Waterbaby," "Straight away in front of the wind, etc.," from "John Ridd's Ride," "The Colours of the Flag."

From *Temple Poetry*, Books II and III.

(Choose two.)

"Girl to Her Grandmother," "Queen Mab's Waggon," "Sleep, Baby, Sleep," "The Wind and the Moon," "Spring Song," "Shed No Tear," "Come Unto These Yellow Sands," "A Gypsy Song," "Tom Thumb," "My Garden."

From *The Canadian Poetry Book*.

(Choose two.)

"The Wish," "Indian Summer," "Mr. Moon" (Bliss Carman), "In April," "A Canadian Herdboy," "The Tell-Tale," "Swallows."

From *Famous Poems* (at least one to be memorized).

"Sweet and Low" (Tennyson), "The Rainbow" (Wordsworth), "Nine Little Goblins" (Riley), "The Days Gone By" (Riley), "The Lord of Tartary" (De La Mare), "The Hare" (De La Mare).

D. Minimum Required for Grade IV.

Pupil must be able—

1. Having read silently, to give a satisfactory account of six of the selections from the Reader, and three supplementary stories, one of which *must* be a poem.
2. To stand in good position and read aloud, intelligently and smoothly, any paragraph from any *one* of ten selections from the Reader; one complete scene or incident from *any* of the supplementary Readers.
3. To describe clearly a simple literary picture contained in a short verse or paragraph studied.
4. To reproduce intelligently two myths (one Greek, one Norse).
5. To recite from memory, and with intelligent expression, five short selections from the Reader; five from the supplementary lists.

N.B.—The School Library must contain for use of Grade IV.—

1. Any two books named on supplementary reading list.
2. *Temple Poetry*, Books II and III (J. M. Dent & Sons, Toronto).
3. *Myths Every Child Should Know* (Grosset & Dunlop, New York).
4. *The Canadian Poetry Book* (J. M. Dent & Sons).

GRADE V.

General Aims.

1. To give pupils practice in recognising the most important idea in a group of ideas.
2. To teach pupils to recognize and to express properly the thought words in reading.
3. To build up in the minds of the pupils clear pictures of the people about whom they read and to develop their ideas of character.

A. Silent Reading.

Aim at speed and practice in enumerating the main points in what has been read. Specialize in reading books rather than short stories. Begin to read short articles other than stories. Fix habit of reading newspapers by calling regularly for reports on current events.

Suggested for Silent Reading from Canadian Readers, Part I of Book V.

"Leif Ericsson," "How Robinson Crusoe Made Bread," "The Beginning of Rome," "The Tidal Bore," "The Miraculous Pitch-

er," "The Sawmill," "The Buffalo," "The Making of the Hammer," "An Adventure with a Whale," "Laura Secord," "A Life of Fear," "The Heart of Bruce."

Suggested for Silent Supplementary Reading.

To be read by the pupil silently, and some account thereof to be given to the teacher. Of the list suggested below *two books and one poem are the minimum* for a year's work for Grade V. One to three copies of at least two story books, and one poetry book mentioned in the list, should be in the library for the use of Grade V pupils.

Andersen's Fairy Tales (Thos. Nelson & Sons).

Alcott: *Little Women*. (Thos. Nelson & Sons).

Sewell: *Black Beauty* (Thos. Nelson & Sons).

Burnett: *The Bird's Christmas Carol* (Houghton, Mifflin Co.).

Carrol: *Alice in Wonderland* (Thos. Nelson & Sons).

Thompson-Seton: *Biography of a Grizzly* (Copp, Clark Co.).

Aesop's Fables (Thos. Nelson & Sons).

Ballads of British History, Book I (Thos. Nelson & Sons).

Temple Poetry, Book IV (J. M. Dent & Sons).

Suggested Additional Stories.

Roberts: *Kindred of the Wild*.

Alcott: *Little Men*.

Barrie: *Peter Pan*, or *Peter and Wendy* (Hodder & Stoughton).

Mark Twain: *Tom Sawyer* (Musson Book Co.).

Nellie McClung: *Sowing Seeds in Danny* (Ryerson Press).

Teasdale: *Rainbow Gold* (Macmillan Co.).

Kipling: *The Jungle Books*.

Macdonald: *At the Back of the North Wind* (Lippincott).

Tappan: *An Old Story Book* (Houghton, Mifflin Co.).

Ballads of British History, Book I.

"Caractacus," "Alfred the Harper," "King Canute," "Battle of Otterburn."

Temple Poetry, Book IV.

"Robin Hood and Allan-a-Dale," "Discovery of the North Cape," "Sir Humphrey Gilbert," "Lochinvar."

Story Poems in *King's Treasury Series* (J. M. Dent & Sons):
"Sir Patrick Spens," "Alice Brand," "Bennarie," "The Wee-Wee Man."

B. Oral Reading.

Aim at smoothness with expression. Continue articulation drills and breathing exercises. Work for the recognition and proper expression of the thought words. Test for thought, question for thought words; and give pronunciation drills first. Permit only smooth expressive reading before the class. Give poor readers practice by themselves.

**Suggested for Oral Reading from
Part I, Canadian Readers, Book V.**

"The Moonlight Sonata," "Copperfield and the Waiter," "Work or Play," "Dining with a Mandarin," "Up the Ottawa River," "The Round-up," "The Sea," "The Outpost," "The Loss of the Birkenhead," "Dara," "Bruin and the Cook," "An Incident of the French Camp," "A True Fairy Tale."

Interesting Scenes from the Supplementary Readers should be prepared by different pupils and read aloud to the class, as:

Andersen's Fairy Tales: "The Little Match Girl," "Ugly Duckling," etc.

Little Women: "Amy and the Limes," "Beth and the Hummels," "Jo Sells Her Hair," etc.

Black Beauty: "He Saves His Mistress's Life," "The Fire in the Barn," etc.

The Birds' Christmas Carol: "Dressing For the Party," "The Dinner."

Tom Sawyer: "Tom Paints the Fence," "Night on the Island," etc.

Sowing Seeds in Danny: "Danny Meets Mrs. Francis," "Pearl Saves Arthur."

C. Literature.

Aims:

To help pupils to enjoy the *people* in their stories and poems. Pupils are now entering the hero-worshipping stage. In this year the teacher should help the children to see the hero as the centre of the story, to think of him as an individual, and to form opinions about him based upon his acts and speeches. At this stage they admire especially ideal heroes. It is important that their stories and discussions should most frequently be about admirable people. The teacher should try to develop systematic habits of collecting information about the characters as they read, so that the end of the story or lesson finds the pupil with a clear picture. For example, discussion will develop that John Gilpin was a short, stout, ruddy-faced man, who was bald. He was shrewd, witty, and a good business man. He was pompous, and perhaps conceited, but he was also good to his wife, determined, brave, and could enjoy a joke even on himself; in short, a good sport.

**Suggested for Study as Literature from
Part I, Canadian Readers, Book V.**

"Copperfield and the Waiter," "The Charge of the Light Brigade," "An Adjudged Case," "Jacques Cartier," "Alan McLeod," "The Song My Paddle Sings," "Moses at the Fair," "The Laws of the Land," "The Treasure House of Mammon," "The Loss of the Birkenhead," "Don Quixote and the Windmills," "The Song of the Brook," "The Treasure Valley."

Characters Suggested for Study.

Beethoven, The Waiter, Crusoe, Tom Brown, Verendrye, McLeod, Moses at the Fair, Thor, Don Quixote, Gluck, Bruce.

Suggested for Story Telling.

The legend is the new type of story suggested for telling in Grade V. It has a basis of fact, and an historical or geographical connection. It presents ideal or heroic characters in chivalric adventures. Fables, too, are frequently mentioned in our great literature. Familiarity with the following world-famous legends and fables is important for future understanding of references:

"St. George and the Dragon," "King Cophetua and the Beggar Maid," "William Tell," "The Wandering Jew," "The Flying Dutchman," "Saint Patrick," "Saint Christopher," "Fox and Grapes," "Frog and Ox," "Dog and Shadow," "Crow and Pitcher," "Lion and Mouse."

Suggested for Memorization.

The Ballad is the new type of poem suggested for reading in Grade V. It has a simple metre, presenting interesting or amusing characters. It lends itself to dramatization or to imitation in the composition class. For memorization, select a single character, incident, or description given in a few verses, as:

"Robin Hood in the forest stood," from "Robin Hood."

"A touch to her hand," from "Lochinvar."

Ten selections is a minimum for a year's work. Good pupils will learn many more than that. Teach short and beautiful selections (such as the Twenty-Third Psalm, "The Daffodils," etc.) as literature lessons first, then as oral reading, so that pupils may memorize with suitable expression. Have whole class or school often recite favorite selections aloud together, in intervals of other lessons.

N.B.—Choose ten or more as indicated below.

Suggested for Memorization from Canadian Readers, Book V.

(Only parts of long poems to be memorized. Choose five.)

"Rule Britannia" and "Ye Mariners of England" (taught as songs), "Miriam's Song," "The Canadian Boat Song," "Winter," "Kitchener," "While Shepherds Watched Their Flocks," "The Rapid," "The Bugle Song," "The Psalm," "As for Sancho Panza etc.," from "Don Quixote and the Windmills," "It was the most extraordinary gentleman, etc.," from "Copperfield and the Waiter."

From Temple Poetry, Book IV (J. M. Dent & Sons).

(Choose one.)

"How Sleep the Brave," "When All the World Was Young,"
"A Farewell," "The Daffodils."

From *The Canadian Poetry Book* (J. M. Dent & Sons).

(Choose two.)

"The Indian Corn Planter," "On the Steppes," "Riders of the Plains," "Where Luck Lies," "March," "My Thoughts," "How Red Men Die."

From *Poems Every Child Should Know* (Grosset & Dunlop).

(Choose two.)

"Ingratitude," "The Bugle Song," "A Noble Nature," "Heaven Is Not Reached," "Stevenson's Birthday," "Sands o' Dee," "Lucy."

D. Minimum Required for Grade V.

Pupil must be able—

1. Having read silently, to give an intelligent account of *any one* of the selections from the Reader listed in A, and two of the Supplementary Readers, *one* of which must be a ballad.
2. To read aloud smoothly, and with proper recognition of thought words, a paragraph from *any one* of the selections from the Reader listed in B, and a complete scene or incident from any *three* of the Supplementary Readers listed in B.
3. To describe clearly any *one* of the characters from the Reader mentioned in C, and any *three* of the characters from Supplementary Reading.
4. To reproduce any *three* of the legends mentioned.
5. To recite with intelligent expression any *ten* selections from the list suggested, for memory.

N.B.—The school library must contain for use of Grade V.:

1. Any *two* books named on supplementary reading list.
2. *Ballads of British History*, Book I (Nelson & Sons).
3. *Temple Poetry*, Book IV (J. M. Dent & Sons, Toronto).

GRADE VI.

Aims.

1. To teach pupils to recognize ideas which are interesting and pertinent to the main point.
2. To teach pupils to recognize and to express thought groups smoothly in their reading.
3. To teach pupils to recognize and enjoy the incidents in their stories.

A. Silent Reading.

Aim at speed and practice in giving details of pictures, incidents, actions, in what has been read. Children at this stage are apt to reproduce in wearisome detail. Give instruction and practice in selecting and eliminating details. Have pupils make mental notes as they read, and transcribe them. Encourage them to read complete books. Require reports of current events.

Suggested for Silent Reading from Part II, Canadian Readers, Book V.

"The White Horse Plain," "The Oasis," "Boadicea," "The Barren Lands," "Dominique," "The Rescue," "The Red Thread of Honour," "The Hall of Cedric," "Henry Hudson," "Hunting with a Camera," "On Making a Camp," "Ants and Their Slaves," "The Burning of Moscow," "From Canada by Land."

Suggested for Silent Reading, Supplementary.

N.B.—At least two stories and one poem must be read and reports made to the teacher. As many more as the library provides should be read.

Defoe: *Robinson Crusoe* (Thos. Nelson & Sons).
Buchan: *Sir Walter Raleigh* (Thos. Nelson & Sons).
Dodge: *Hans Brinker* (Ginn & Co.).
Story of the Iliad (J. M. Dent & Sons).
Kingsley: *The Water Babies* (Thos. Nelson & Sons).
Stowe: *Uncle Tom's Cabin* (Thos. Nelson & Sons).
Temple Poetry, Books V and VI (J. M. Dent & Sons).
Poems Every Child Should Know (Grosset & Dunlap).

Suggested Additional Stories.

Bunyan: *Pilgrim's Progress* (Thos. Nelson & Sons).
Lanier: *The Boy's King Arthur*.
Richards: *Florence Nightingale*.
Richards: *Captain January* (Houghton, Mifflin Co.).
De La Mare: *Peacock Pie*.
Bevan: *Red Dickon, the Outlaw* (Thos. Nelson & Sons).
Montgomery: *Anne of Green Gables*.

From *Poems Every Child Should Know* (Grosset & Dunlap):

Macaulay: "Horatius."
Tennyson: "The Revenge."
Tennyson: "Charge of the Light Brigade."
Hunt: "The Glove and the Lions."
Cowper: "Alexander Selkirk."
Browning: "Hervé Riel."

From *The Canadian Poetry Book*:

1. Drummond: "Little Bateese."
2. Drummond: "Johnnie Courteau."
3. Carman: "Arnold Master of the Scud."
4. Pickthal: "St. Yves Poor."
5. Johnson: "A Legend of Qu'Appelle."

B. Oral Reading and Dramatization.

Aim at smooth reading of thought-groups. That the listener may follow easily it is necessary that the reader should present complete thought-groups, with sufficient pause between to permit the listener to grasp each thought. Prepare your class by careful work in thought-gathering. Discuss places to pause for listener to catch up. Let pupils practise by themselves. Continue articulation drills and breathing exercises. Work for careful enunciation, and especially enunciation of vowels and distinct final letters.

Suggested for Oral Reading from Part II, Canadian Readers, Book V.

"The Destruction of Sennacherib," "The Story of Absalom," "A Thrilling Moment," "The Coyote," "Oliver Cromwell at Home," "Mr. Winkle on Skates," "Small Craft," "Canadians, Canadians!" "The Burial of Moses," "Tecumseh and the Eagles," "The Lemnian," "Gulliver in Giant Land," "The Departure of the Fleet from Lemnos," "Horatius," "The Man Who Came Back," Scene from "William Tell," "The Wrestling Match."

Suggested Incidents from the Supplementary Reading.

Robinson Crusoe: The Wreck. Crusoe's house. He finds Friday.

Pilgrim's Progress: The Slough of Despond. Christian's fight with Apollyon. He loses his burden. He passes the lions. He crosses the river.

The Iliad: Hector and Patroclus. The Great Horse, etc.

The Water Babies: Tom the Sweep. Old Grimes. Tom in the Pool.

Uncle Tom's Cabin: Uncle Tom and Eva. The Underground Railway.

Horatius: Horatius defends the bridge. His swim back.

A Ballad for Brave Women: Laura Secord sets off. Her escape through the lines.

C. Literature.

Aim to teach the pupils to recognize the incident and to appreciate it by itself as a part of the structure of the story. Every good story has a setting, action which develops towards a climax, and a definite conclusion. The classic children's stories are as direct and convincing as Shakespeare. In "King Midas," for example, there is (1) The King's Wish; the epitome of his past and the cause of the action. (2) The Stranger gives the Golden Touch. (3) Marigold is changed. (4) The King grieves truly. (5) He is forgiven. Each separate incident is worthy of study in itself. The Stranger in the King's Treasure-room may be developed into a glittering picture. The change of Marigold is the climax of a breathless series of more minute actions. The King's grief suggests a discussion of his qualities good and bad, yet each incident is only fully understood and appreciated when thought of as playing its part in the structure of the whole.

Such simple facts about stories increase the pupil's power to understand and appreciate good literature. They also serve as models for his own work in composition.

**Suggested for Study as Literature from
Part II, Canadian Readers, Book V.**

"Doubting Castle and the Giant Despair," "The Maple," "The Lark at the Diggings," "Dickens in Camp," "The Torch of Life," "Mr. Winkle on Skates," Scene from "William Tell," "Oh, Captain, My Captain," "Heroes of the Long Sault," "Sherwood," "The Wrestling Match," "Lochinvar," "How They Brought the Good News from Ghent to Aix," "Marmion and Douglas," "Horatius."

Suggested for Story Telling.

The Hero Story is suggested as a new type of story to study. The Hero Story leaves behind the imaginary world of the myth and legend, but carries certain magic powers with it. It lends itself admirably as a model for the three paragraph story Grade VI is learning to write. Pupils should be familiar with:

Perseus, Hercules, Daniel, David, St. George, Arthur, Galahad, Roland, Siegfried, Alfred, The Cid, Richard the Lion Heart, Bruce.

Suggested for Memorization.

Ten selections of from eight to twelve lines is a minimum for the year's work, but it is hoped that most pupils will memorize many more than ten. This grade should study, especially, patriotic selections, as: "O Canada," "Colors of the Flag," "Rule Britannia," "Maple Leaf," "Marseillaise," "Ye Mariners of England," "In Flanders Fields," "Recessional."

At least three patriotic poems and two Canadian poems should be memorized.

From Part II, Canadian Readers, Book V.

"Love of Country," "The Splendor of the Days," "Dickens in Camp," "Story of Absalom," "The Spires of Oxford," "Scots Wha' Hae," "Burial of Moses," "The coyote is a long friendless" from "The Coyote," "Bless the Lord," "Drake's Drum," "Creation," "Seven Times Four," "The Last Rose of Summer," "The Value of Time," "The Recessional."

From *The Canadian Poetry Book*.

"In Flanders Fields," "Kitchener," "The River," "Twilight Song," "This Canada of Ours," "The Song My Paddle Sings," "After School."

***Temple Poetry*, Books V and VI.**

"Famous Men," "Wisdom," "Breathes There a Man With Soul So Dead," "Lord Nelson," "A Country Walk," "If I Forget," "After the War," "Admirals All," "Bonnie Prince Charlie," "Home Thoughts From Sea," "The Soldier."

From *Idylls of the King*.

"Then likewise I beheld Excalibur," "The Wedding Song," "So all day long the noise of battle rolled," "Then quickly rose Sir Bedevere," "I heard a sound as of a silver horn."

D. Minimum Requirements for Grade VI.

Pupils must be able—

1. Having read silently, to give an intelligent report of any of the selections from the Reader and any three of the supplementary Readers listed in A, including one poem.
2. To read aloud, smoothly, and with intelligent expression, from any of the Reader selections listed in B; at sight from any three of the supplementary Readers listed in B.
3. To enumerate the principal incidents and indicate the climax in any ten of the stories listed in C.
4. To reproduce briefly at least four Hero stories.
5. Recite with spirit from eight to twelve (or more) lines from at least ten of the selections suggested in C.

Books the School Library Should Provide for Use of Grade VI.

1. Any two supplementary story books.
2. *Temple Poetry*, Books V and VI (Dent & Sons).
3. *Poems Every Child Should Know* (Grosset & Dunlop).

GRADE VII.

Aims.

1. To teach pupils to gather the substance of thought from that which they read, or hear read.
2. To teach pupils to express by careful inflection of the voice the author's thought.
3. To help pupils to understand and appreciate the thoughts in the literature studied.

A. Silent Reading.

Aim at speed and practice in reporting the facts read. Pupils should now begin to read short articles other than stories—simple nature and science articles, accounts of public affairs from magazines, works of travel and adventure.

N.B.—In cases where it is desirable to combine Grades VII and VIII for Reading and Literature the prescribed course for Grade VIII should be followed.

Suggested for Silent Reading from "Introduction to Literature."

"For Love of a Man," "The Revenge," "Soldier and Sailor," "Tartary," "The Four Horse Race," "The Hippo Hunt," "Let us now Praise Famous Men," "A Picnic by the Baltic," "The Dandelion."

Suggested for Silent Reading—Supplementary.

Any three story books and one poem or group of poems is the minimum for a year's work in Grade VII.

Stevenson: *Treasure Island*.

Swift: *Gulliver's Travels*.

Lamb: *Tales from Shakespeare*.

Tappan: *In the Days of Queen Elizabeth*.

Pyle: *Men of Iron*.

A Book of Story Poems (J. M. Dent & Sons).

Suggested Additional Stories.

Kipling: *Stalky & Co.*

Bennett: *Master Skylark*.

Hughes: *Tom Brown's School Days*.

Oliphant: *Bob, Son of Battle*.

Connor: *The Sky Pilot*.

Ballantyne: *The Young Fur Traders*.

Hawes: *Mutineers*.

Nicolay: *Boy's Life of Lincoln*.

One Long Poem: "Hiawatha," "Evangeline," "Lady of the Lake," or—

One Group of Short Poems:

From *Story Poems*, in *King's Treasury Series* (J. M. Dent & Sons): "Ballad of Agincourt," "Jason's Ploughing," "The Haunch of Venison," "Battle of Limerick," "Faithless Sally Brown."

From *The Canadian Poetry Book*:

"Death of Wolfe," "Cambrai and Marne," "The Lone Trail," "A Fairy Tale," "Père Lalement."

B. Oral Reading.

Aim by careful grouping and voice inflection to express clearly the thought in what is read. Pupils should, after preparation, read aloud short selections, stories and articles unknown to the class, the test being that every listener should be able to give an intelligent account of what has been read. Continue articulation and pronunciation drills. Study different meanings and uses of one word.

N.B.—In cases where it is desirable to combine Grades VII and VIII for Reading and Literature the prescribed course for Grade VIII should be followed.

Suggestions for Oral Reading from "Introduction to Literature."

"Little Gavroche," "The Pipes of Lucknow," "For Remembrance," "Mending the Clock," "Kew in Lilac Time," "San Stefano," "Gentlemen, the King!" "Selections from Shakespeare."

Favorite Scenes from the Supplementary Readers.

"Coming of Long John Silver," "The Match," "Battle With the Bullies," "Tom and Arthur," "Poachers," "The Dead Cat," "Gulliver and the Princess," "Among the Lilliputians."

Famous Scenes from General Literature.

"The Child's Story" (Dickens), "The Hill of Difficulty" (Bunyan), "Alexander Selkirk" (Steele), "The Vicar Goes to the Fair" (Goldsmith), "Raleigh and Sidney" (Strickland), "Miss Matty's Bank Stops Payment" (Gaskell), "Arthur and Hubert" (Shakespeare's *King John*), "The Revenge" (Tennyson), "The Battle of Sedgemoor" (Macaulay), "Canadians, Canadians, That's All" (Private Peat), "Silas and Eppie" (Eliot), "The Trial Scene" (*Merchant of Venice*), "The White Ships and the Red" (Kilmer), "The Escape" (*Three Times and Out*, by McClung), "The Taming Scene" (Shakespeare's *Taming of the Shrew*).

C. Literature.

Teach pupils to seek the author's thought in the selections studied for literature. Require them to tell in a single short sentence exactly what the author means. Re-read, question, explain, discuss until the class is able to do this. Expressing the thought in this way will force pupils to think through the figures of speech and illustration, to pass beyond the subordinate ideas, and to focus their attention on the great thought. The selections suggested for study will be great Literature. Great Writers are Prophets. They have thoughts new, beautiful and full of life to give us. Teach the pupils to find these, to dwell upon and enjoy them.

Most of the above selections are found in *Treasure Trove*, by Richard Wilson (J. M. Dent & Sons, Toronto).

Suggested for Study as Literature—Prose.

The story of adventure is the choice of this grade. The teacher having assigned the story first for silent reading, will find in it, thereafter, material for as many lessons as he has time or inclination to take. The story itself: literary pictures of places; interesting facts, exciting incidents, daring and resourceful characters, neatly turned sentences, historical connections. Maps, pictures, and sketches may help pupils to understand the story clearly. Extempore dramatization of suitable scenes always adds interest. Let pupils get them up themselves. Oral reading of stirring passages adds appreciation, and the memorization of fine sentences is useful. Story synopsis, descriptions, incidents related, character studies, roll-call by quotations, acted scenes, pantomimes from book, debates, sketches of scenes in Art Class, are forms of follow-up and testing exercises.

N.B.—In cases where it is desirable to combine Grades VII and VIII for Reading and Literature the prescribed course for Grade VIII should be followed.

From "Introduction to Literature"

"All Else in the World," "King Arthur and His Knights," "Belshazzar's Feast," "Weather," "Alexander Selkirk," "A Picnic by the Baltic," "Gentlemen, the King!" "Columbus Discovers Land," "The Great Snowball Fight."

Supplementary Prose.

Stevenson's *Treasure Island*.

Suggested for Study as Literature—Poetry.

The narrative poem is suggested for study in this grade because of the natural interest in the story form. In assigning a story poem, the teacher should make necessary explanations, provide the historical background, and if necessary supply a motive for the reading by suggesting a question to be answered, a mystery to be solved, a battle to be fought, an opinion to be formed. The poem should be read first as silent reading, and for the story only. (Do not forbid pupils to skip parts that fail to interest.) When the story has been enjoyed, scenes, incidents, and characters may be chosen by the pupils for special study in class.

From "Introduction to Literature"

"A Hymn for Canada," "By Cool Siloam's Shady Rill," "The Well of St. Keyne," "The Pipes at Lucknow," "Solitude of Alexander Selkirk," "Kew in Lilac Time," "San Stefano," "Selections from Shakespeare," "A Man's a Man for a' That."

Supplementary Poetry: "Evangeline."

Suggested for Memorization.

Prose and Poetry.

N.B.—Ten selections, ten to fifteen lines, is a minimum year's work for Grade VII. Bright pupils should memorize many more. At least three Canadian poems and one patriotic poem should be memorized.

Famous Selections.

"One who never turned his Back" (Browning), "Hast Thou given the horse strength" (Book of Job), "If" (Kipling), "O, East is East" (Kipling), "David's Lament" (2 Sam. 1:17-27), "They that go down to the sea in ships" (Psalm 107:23-30), "Dickens in Camp" (Bret Harte), "In the Course of Nature" (Southey), "The wildernesses and the solitary places" (Isaiah 35), "Speech at Gettysburg" (Lincoln).

N.B.—Most of these selections are found in *Coronata*, by Richard Wilson (J. M. Dent & Sons).

From "Introduction to Literature"

"A Hymn for Canada," "The Country Boy's Creed," "By Cool Siloam's Shady Rill," "I Know a Face," "The Well of St. Keyne," "Kew in Lilac Time," "Selections from Shakespeare."

From *The Canadian Poetry Book* (J. M. Dent & Sons).

"A Springtime Wish," "The Whitethroat," "Skater and the Wolves," "The Grey Linnet," "The Hayfield," "The Corn Husker," "Canada to England (Vimy)," "Dream River," "In Apple Time" (Carman).

D. Minimum of Work for Grade VII.

Pupil must be able to—

1. Give brief oral or written outline, or answer a group of testing questions upon any four of the selections from the Reader, and any four of the supplementary readers listed in A.
2. Read aloud smoothly, and with intelligent expression, any four of the selections from the Reader, any four scenes from the supplementary Readers, and any two scenes from general literature as listed in B.
3. State in a single sentence the main thought of the author in any of the selections mentioned in C.
4. Recite with intelligent expression any ten of the selections suggested for memorization.

Books the School Library Should Provide for Grade VII.

Any three supplementary story books.

Story Poems (J. M. Dent & Sons).

GRADE VIII.

Aims.

1. To teach pupils to arrange their ideas in logical order.
2. To teach pupils to express justly by the inflection of the voice, the feeling in what is read.
3. To teach pupils to recognize, to understand, and enjoy the simplest forms of language ornament.

A. Silent Reading.

Aim at speed and practice in reporting in logical order the substance of what has been read. Pupils should now read complete books other than stories. Popular books of science, steam, electricity, astronomy, easy biographies, narrative poems, and historical novels.

Suggested for Silent Reading from "Introduction to Literature"

The selections for Reading are published in "Regulations for Grade VIII" each year. These may be had on application to the Department of Education, Edmonton, after July 1st in any year.

See "Regulations for Grade VIII" for current year.

Wallace: *Ben Hur*.

Newbolt: *Heroes of Land and Sea*, and Grenfell: *Adrift on an Icepan*.

Shakespeare: *Merchant of Venice*.

Suggested Additional Stories.

Scott: *The Talisman*.

Porter: *Scottish Chiefs*.

Lytton: *Last Days of Pompeii*.

Cooper: *Last of the Mohicans*.

Wiggin: *Rebecca of Sunnybrook Farm*.

Shakespeare: *King John*.

B. Oral Reading.

Aim at voice inflection to express feeling involved in what is read. Pupils should practise reading conversations, parts in plays, short articles in which simple emotions are strongly expressed. Informal dramatization makes the interpretation free and accurate. The pupils should choose individual selections, which they prepare as well as possible and then present to the class. The test should be—Did the class understand and enjoy listening?

Suggested for Oral Reading from "Introduction to Literature."

See "Regulations for Grade VIII" for current year.

Famous Selections for Oral Reading, from General Literature.

"The Flaming Tinman" (Borrow).

"Mr. Collins Proposes" (Austen).

"Murder of Duncan," from *Macbeth* (Shakespeare).

"Deserted Village" (Goldsmith).

"The Harvest" from *Lorna Doone*, Chapter XXIX (Blackmore).

"Coming of Arthur" (Tennyson).

"Passing of Red Sea" (Bible).

"Battle of Flodden" (Scott).

"The Gold Bug" (Poe).

"The Iliad of Sandy Bar" (Bret Harte).

"Devon Men" (Haselden).

"Kitchener to British Soldiers, 1914."

"The Searchlights" (Noyes).

"Book of Esther" (Bible).

"Christ in Flanders" (L.W.).

"King Canute" (Thackeray).

"The Fallen Angels" (Book I, *Paradise Lost*).

"Faith, Hope and Charity" (1 Corinthians, Chap. XIII).

Most of these selections are to be found in *Treasure Trove and Coronata*, by Wilson (J. M. Dent & Sons), and *The Great War in Prose and Verse*, by Wetherell (Department of Education, Ontario).

C. Literature.

Aims:

To teach pupils that literary ornament (rhythm, rhyme, meter, figure, word harmony, picture), are beauties which attract and hold our attention to the great thought which they adorn, but that as in the case of any other ornament, if they loudly call attention to themselves, and away from the thought, they are badly or wrongly used. Help pupils to understand and feel the beauty of a meter which exactly expresses the poet's thought and feeling, as in the "Fairies of Caldon Low"; a use of rhyme which helps the meter to do its work, as in "John Gilpin"; word harmonies which make a perfect musical setting for the thought, as in "The Forsaken Merman," "Ancient Mariner," Chap. 13 of First Corinthians.

Help them to understand and enjoy the apt beauty of figures and the vividness of literary pictures. Only the simplest meters should be named, and the simplest figures; personification, simile, and metaphor. Give simple explanations as the need arises in the literature lesson. Do not give or require definitions. Ask for names and examples when the lesson requires it.

Suggested for Literature Study—Prose.

The historical novel is suggested in this grade because of (1) its interest for the pupil who is now in the second stage of hero-worship, (2) the living background it makes for the study of history, (3) the opportunity it provides for the discussion and comparison of facts, incidents, and characters. The books should be read *for the story*. (Pupils need not be forbidden to skip parts that do not at first interest them.) Once the book has been read, the teacher, by plot and character study, parts read aloud, and dramatization, will be able to develop appreciation for the great points of the story, and fix them in the minds of the pupils.

From "Introduction to Literature."

The selections prescribed for Literature are published in "Regulations for Grade VIII" each year.

Supplementary Prose.

See "Regulations for Grade VIII."

Suggested for Literary Study—Poetry.

The Lyric, expressing a single feeling in a brief and beautiful form, may be made the Poetic Type for study in this grade. It lends itself to study for the appreciation of thought, feeling, and the simple beauties of form mentioned above. The teacher will know best what poems will appeal to his class. It is usually wise to avoid the love lyric, and to choose those which express simple, natural, and vigorous emotions. Work for appreciation. Avoid over-teaching.

From "Introduction to Literature."

See "Regulations for Grade VIII."

Supplementary Poetry for Literary Study and Memorization.

N.B.—Any ten to be studied and memorized.

Famous Lyrics.

- "Lift Up Your Heads, O Ye Gates" (Psalm 24).
- "Early Spring" (Tennyson).
- "On His Own Blindness" (Milton).
- "The Cloud" (Wilson).
- "Hark, Hark, the Lark" (Shakespeare).
- "I Remember, I Remember" (Hood).
- "Abide With Me."
- "Last Rose of Summer" (Moore).
- "Cupid and Campaspe."
- "Lead, Kindly Light" (Newman).
- "Break, Break, Break" (Tennyson).
- "Flow Gently, Sweet Afton" (Burns).
- "To Daffodils" (Herrick).
- "The Dead" (Brooke).

From *The Canadian Poetry Book* (J. M. Dent & Sons).

"Song of Orpheus," "Sir John Macdonald," "Dawn," "The South Wind Laid His Moccasins Aside," "Among the Mountains," "A Madrigal," "Thoughts From a Prison," "Erie Waters," "September," "The Lamp of Poor Souls."

D. Minimum of Work for Grade VIII.

Pupils must be able to—

1. Give an intelligent account of or answer a group of questions upon any four of the selections from the "Introduction to Literature," and any four (including one poem) of the supplementary books listed in A.
2. Read aloud smoothly, and with intelligent expression, any four selections from the "Introduction to Literature," any two scenes from supplementary Readers, and any two scenes from general literature as listed in B.
3. Give an intelligent summary of the prose works studied. Describe the hero, the incident which forms the climax, and at least one scene from each. State briefly what appears to be the author's main thought.
4. State in a sentence the author's thought and suggest at least two beauties in each lyric studied.
5. Quote ten to fifteen consecutive lines from any ten selections suggested for memorization.

Books the School Library Should Provide for Grade VIII.

Any three supplementary books.

Language, Composition, and Grammar

General Introduction

In Composition, the teacher has often been in doubt as to what to teach and how to teach it. In this course of study it is hoped that by suggesting certain definite things to be taught in each grade, by strictly limiting the practice work, and by setting a certain minimum to be attained, this confusion in the mind of the teacher may be cleared away. It has not been possible, in so small a space, to describe methods at length, but it is felt, and with good reason, that if definite reasonable results are indicated, the average teacher will find means to attain those results.

Very often confused aims and small gains have made both teacher and class dislike the subject. This is not natural. Self-expression is one of the greatest of human pleasures. If this be so, the first step is to change the attitude of the school towards the subject. The teacher must take stock. Assets must be numbered and emphasized. The pupils are very anxious to learn English. They are fond of "showing off" (not an admirable quality, perhaps, but one that may be used to good purpose). They have clear pleasant voices; they are not shy, or if shy they admire "teacher." One writes neatly, another spells well. Possibly you have an imaginative, original little mind to lighten your day. Weak helps? Yes, but the smallest things count. "Ain't" dropped from the vocabulary of one child is a national gain. A little growth in even one mind will have unimaginable results.

The teacher's interest, the practical value of the work, plenty of praise, and some concessions to the "showing off" instinct will help to give the pupil the right spirit. Every child should feel it a privilege to read, recite, or speak to the school from the platform. Teacher and pupils are busy, yet they give their time to listen to him. He must have something to say that is worth hearing, and he must say it well or he cannot expect to be listened to. The same is true of his written work. It is a great thing to be a writer. To have one's work published is always flattering. To write or speak to others is a privilege accorded only to those who do it well. A child's letter published in the children's department of any newspaper—a familiar story written in play form and acted before parents on a public day—will usually be enough to develop in the pupils a keen interest in oral and written composition.

The right spirit aroused, begin work upon the foundations, in composition, the pupil's thoughts. Strictly interpreted, "to compose" means to arrange ideas in the mind. No one can speak or

write, or paint, or plant a garden successfully unless he has first collected, selected, and arranged the ideas in his mind. Neglect of this fundamental process is one cause of poor results in composition. The mental processes involved are common ones. People use them every day. In Grade III language work, as such, is concluded. The pupil has now acquired the tools which he will use in thinking, speaking, reading, and writing. In Grade IV formal written composition begins. The pupil should now begin, more or less consciously, to use his mind. Simple instructions and regular practice in the common mental processes: collection, selection, arrangement of ideas, is necessary. Practice should be given both as a separate exercise and in preparing for written composition work. One bit of mental practice has been assigned to each grade. Each process made conscious and skilful prepares for the next. Each process, if practised, makes for greater skill in the particular piece of composition work also assigned to the grade. For example, regular practice in taking a topic, and collecting four interesting ideas about it, is good mental training and at the same time provides the pupil with thoughts to express in sentence practice.

Having something interesting to say, and words in which to say it, must next be considered. The vocabulary of the average child in Grade IV is not large. He has reached a stage when his ideas are likely to increase much more rapidly than his word-stock. In this grade a definite effort must be made to add many new words and to form the dictionary habit. The work should be carried on in each succeeding grade. If the foundations have been well laid in Grade IV, later work will be easy.

While definite points have been suggested for training in particular grades, it is not intended that the pupils should cease to practise any one form of composition when they leave the grade. Each new subject of study is to be added to the old. Thus vocabulary and sentence work begun in Grade IV will be carried on throughout the school. Grade VII and Grade VIII will practise writing paragraphs and business letters first studied in Grades V and VI. Any teacher may prove for himself that the strict limitation of early oral and written work to two or three sentences, of practice paragraphs and letters to five or six sentences, results in an astonishing improvement of the work.

Again, the teacher can scarcely begin too early teaching the pupil to criticize himself. In Grade IV he can make simple comparisons. Set him easy standards, and let him measure his work by them. This is to make him self-helpful. It will save the teacher the useless drudgery of correcting again and again the mistakes of the merely careless.

The minimum of work required has been included in each grade in order to make the teacher's work as definite as possible. It suggests types of information and practice, thought to be fundamental and may help to standardize composition teaching, so that a pupil may remove from one school in the province to another without loss of standing. As the majority of the children in our schools are English-speaking, the minimum has been arranged

for them. The teacher in foreign schools should lower it one-half. The compositions quoted as examples *are not models*. They are the actual work of pupils in various parts of Alberta. The majority of them were written by pupils in rural schools. They are intended to be used, *not as models*, but as a simple scale by which the teacher may measure his results and compare them with the composite standard of a representative group of teachers.

The course in composition has been prepared with the difficulties of the rural teacher specially in mind. Thought work, practice, and standards have been arranged to permit classes to be grouped. Grades I, II, III, where the work is largely oral and the unit is the sentence, may be given practice as a group. Grades IV, V, and VI, where the work will be about half oral and half written and where the paragraph is the unit, work well together. Taking Grade VII with Grade VIII is made possible through the general likeness of aims and subjects and is excellent preparation for Grade VII's coming examination year. Again, the whole school may be taken together. The recitation of memory verse is oral composition in which Grade I and Grade VIII may take part together or alternately. Even in speaking, if the topic is "The Fire in Mr. Smith's Barn," the six-year-old may give his single sentence composition, and then enjoy the paragraph of oral description by a member of Grade VIII. The whole school, if not too large, may also write compositions together. The grades or groups may write upon different topics which have been prepared for in other lessons. The supervising teacher passing about the quiet room is able to correct Grade II's three simple sentences at one moment, to suggest a rhyme for a Grade VI poet the next, and then to advise a Grade VIII student about the plan for his article on "Weeds of Alberta."

Since the material suggested is simple and the standards definite, it is hoped that the busy rural teacher will be able to secure important help from the older pupils in giving composition practice to the younger ones. No kind of training can possibly be better for the older children. Teaching anything is the best of all ways in which to learn it oneself. Remember! The test of a good teacher is not "How much do you do for your pupils?" but: "How much have you taught them to do for themselves?" The two great advantages the rural school will always have over the urban are: that the pupils learn so much from one another (in hearing senior classes recite) and that they learn to study for themselves. In composition older pupils hear and criticize the oral work, and supervise the written work of the younger ones. They can teach and dictate spellings and meanings of words; read stories, help with the collection and arrangement of ideas and test upon silent reading and memory work. Children are usually very anxious to help the teacher and take the greatest pride in helping someone who knows less than themselves. The being given charge over a backward child will often develop in an older one the most admirable traits of character.

INTRODUCTION TO THE LANGUAGE COURSE

GRADES I TO III.

By language we mean the understanding and use of words. In ordinary life we have two forms of language-expression: speech and writing. Our aim in teaching is to give each pupil a sufficient mastery of his tongue that he may be able to understand what he hears and reads, and express his own thoughts simply and clearly. Handwork will be found an excellent means of expression as well as speech and writing.

Form.

The child must first learn to speak to a group of people so that he may be heard and understood.

To be heard he must—

- (1) Stand well.
- (2) Face the people.
- (3) Hold his head high.
- (4) Speak to those farthest from him.

To be understood he must—

- (1) Speak distinctly.
- (2) Pronounce his words correctly.
- (3) Talk in a connected fashion.
- (4) Desire to communicate.

These points of form in oral composition should be taught and insisted on until they become habits.

Defects in speech which the teacher should consider himself responsible for overcoming—

- (1) Lispings.
- (2) Stammering.
- (3) Stuttering.
- (4) Mouth-breathing.

All these should be overcome by attention to—

- (1) Position of speech organs.
- (2) Right habits of breathing.
- (3) Ear-training.
- (4) Singing of songs and games.
- (5) Practice of exercises to cure special condition.

Unit of Speech.

The unit of speech is the simple sentence, and the teacher's first efforts should be directed toward developing in the pupil the habit of speaking and writing a simple sentence correctly. This must be done by practice and correction. He should be taught to recognize a sentence when he hears one, as well as when he sees one. He recognizes the first by a certain cadence of the voice, the second by the capital at the beginning, and the period or question mark at the end.

TYPES OF LESSONS.

1. Conversation Lesson.

Pupils and teacher talk together about some topic of general or special interest. Pupils should do most of the talking, guided by skilful questioning on the part of the teacher. A successful oral language lesson depends upon (a) a suitable subject within the limit of the children's interest, (b) skilfully prepared questions. Such subjects may be developed from their own experiences at home—helping mother; going for a walk with father; what they see on their way to and from school or outdoors at recess; their pets and the care of them; their toys and what they do with them; special times and seasons, as birthdays and Christmas: games, picnics, trips by land and water; pictures studied and stories heard; memorized poems.

2. Story-telling Lesson.

In this lesson the teacher tells or the child repeats a story. Stories may be told for appreciation, reproduction, and dramatization. Only the short ones should be reproduced in full. The training that comes by listening to a well-told story is of great value to the child in developing his power of attention, and serves to develop taste. Children should be allowed to reproduce stories in some manual way as well as by speech; if they tell them to little brothers and sisters at home before being required to tell in class, the result is better expression. This exercise makes greatly for enrichment of vocabulary.

3. Picture Study Lesson.

The picture study lesson is a special type of conversation lesson in which the picture is the topic of conversation. Have the children tell the story as they think it. They may make mistakes, but let them first tell what they think it means. Question to stimulate observation, to provoke thought and to discover beauty. Explain anything not understood. Facts may be collected from children and arranged in order. Facts should be grouped around different objects in the picture. One pupil should tell one group of facts. The whole story should contain what the picture suggests as well as what it really shows.

4. Memorising Poetry.

Children should early learn to say short, simple verses. Nursery rhymes are rich in sound value and offer suitable material for dramatization. Lists of suitable poems and stories will be found in the Literature outline for these grades. Like the stories, these serve to develop taste and enlarge the vocabulary.

5. The Dramatization Lesson.

This is one in which the story or part of it is acted. Dramatization helps both in understanding and expression. It must be free and spontaneous to be most valuable. Children discuss the story, plan the setting, and action, then take the part and make the

speeches. It serves as the very best sort of a drill in fixing the story.

Language Games.

Corrections of errors are accomplished largely by the use of Language Games, which are very helpful in fixing right forms of speech through much repetition under the guise of play.

Pronunciation and Enunciation.

Children should be taught to speak plainly and pronounce their words correctly. To this end they should have regular vocabulary drills. Lists of words which they find difficult to say should be prepared. The child must be taught to open his mouth well, and not run his words together.

Written Work.

The child first learns to write his name, the name of the school, the place in which he lives. These are learned by copying, as are his first sentences. Very little written work is demanded in the first year. More sentence work with much variation comes the second year, and still more the third year. At this time a pupil should be able to write a simple letter, or a connected series of three correctly formed sentences about any topic with which he is familiar. During the first year little time is spent on written composition. In the second a fourth, and in the third year about a third of the time should be devoted to writing. Oral preparation should precede the written exercise. It is important that children have something which they wish to say when they write. At the end of an oral composition lesson even in Grade I a few sentences might with advantage be written on the board by the teacher. This material makes an excellent reading lesson.

Bibliography.

Deming: *Language Games for the First Four Grades*, or *Language Games for All Grades* (Breckley Cardy Co., Chicago).

Myra King: *Language Games*.

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In planning for the corrective work in oral English the teacher should keep constantly in mind these two aims:

1. To arouse on the part of the child a consciousness of correct use in speech.
2. To create a desire on the part of the child to speak correctly.

Lists of typical errors are suggested for correction in each grade. By focussing on two or three in each grade and drilling definitely on these the teacher accomplishes more than if too much is attempted. Each teacher will carefully watch the speech of his pupils, and note the errors which occur most frequently.

OUTLINE OF THE COURSE BY GRADES.

GRADE I.

Aims.

1. To encourage children to talk freely about things in which they are interested.
2. To secure distinct articulation and a natural speaking tone.
3. To correct the errors of speech assigned in the grade outline.
4. To make a beginning in securing the "sentence sense."

The child's need is a sufficient vocabulary with which to express his thoughts. In classes where children of non-English parentage predominate the teacher may need to begin with words instead of sentences. There should be a definite idea of which the word is the expression. Object words are the easiest to teach. Action words come next; with these the sentence idea is associated. The shy child, who knows how to talk, but makes his reply in monosyllables, has to be drawn out and helped to expand his one word into a sentence. If children talk freely when they come, the teacher's problem is a much simpler one.

Much stress should be laid upon oral work. The child should be encouraged to talk freely about things which interest him, e.g.:

- (1) Objects and experiences suggested by the home: playthings, pets, helping mother and father, holiday trips.
- (2) Experiences at school: coming to school, on the playground, playmates, games, lessons, dramatization, story reproduction, talks and pictures.
- (3) Nature: flowers, birds, animals.
- (4) Lessons in manners.

Only a small part of the language time should be spent on written work. Though the demand made on the child will be small, yet a beginning should be made. The child's first written work will be closely associated with reading and phonics.

I. Oral Composition.

1. Conversation.
 - (a) The topic is suggested by the teacher in a natural informal way.
 - (b) Each child contributes something in the general talk, and the teacher helps him to make his thought clear.
 - (c) His thought power is quickened by the skilful questioning of the teacher, who resorts to many devices which call upon imagination; as, "Pretend you are the kitten, and tell what you did." Dramatization stimulates expression by overcoming self-consciousness.

- (d) The class exercises give the child confidence in his power to organize his thoughts. The product is the result of the group work.
 - (e) The best sentences may be written on the blackboard and used for a reading lesson.
2. Story-telling.
- (a) Stories for re-telling by the children should be simple and short. The story should be told at least three times before children are asked to reproduce it. They should know it well enough to picture its scenes and tell it easily. Its value as a vocabulary exercise depends on their listening as well as their telling ability. Its words and phrases should come easily to them, to supplement their own limitations.
 - (b) Dramatizing the story or parts of it gives vitality to expression and offers much opportunity for sentence-making.
 - (c) The children's reproduction of a well-known story makes a good reading lesson if placed on the blackboard or type-written for the class.
3. Pictures.
- (a) Illustrations of known stories or poems are very interesting to talk about.
 - (b) Making original stories suggested by a picture is a good oral exercise.

Conversation Lessons (Grade I).

1. By Class of Beginners.

Aim: Development of sentence idea.

Teacher: I have a wonderful dog. His name is Bob. Have you a dog? What is his name?

1st Child: My dog's name is Pete.

2nd Child: My dog's name is Trixie.

3rd Child: My dog's name is Dick.

Teacher: My dog once chased a big snake. What wonderful thing has your dog done?

1st Child: He caught a gopher one day.

2nd Child: Once he pulled a little boy out of the water.

3rd Child: Yesterday he jumped into the bath-tub.

Teacher: Mary and Tom may come to the front. Mary, tell us your dog's name.

Mary: My dog's name is Pete.

Teacher: Tom, tell us that wonderful thing that Pete once did.

Tom: Once he pulled a little boy out of the water.

Teacher: Now, Mary, tell your story again and just as soon as you have finished, Tom will tell his.

Mary: My dog's name is Pete.

Tom: Once he pulled a little boy out of the water.

Teacher: John may now come to the front and tell both stories.
John: My dog's name is Pete. Once he pulled a little boy out of the water.

Conversation Lessons (Grade I).

2. By a class of Seniors near the end of the year.

Aim: Development of sentence idea.

Teacher: Something made me very happy this morning. On my way to school, someone sang a song for me. Guess who it was. Yes, it was a friendly chickadee. Did anything like that ever happen to you? Tell me what it was that you saw or heard.

1st Child: I heard a chickadee.

2nd Child: I saw a chickadee.

3rd Child: I saw a flock of chickadees.

Teacher: Tell me when you saw or heard these.

1st Child: When I was coming to school I saw five chickadees.

2nd Child: Early this morning I heard a chickadee.

Teacher: Where was the chickadee, or where were the chickadees?

1st Child: He was in the bushes.

2nd Child: They were in our garden.

3rd Child: He was on a poplar tree.

Teacher: What was the chickadee doing, or what were they doing?

1st Child: They were saying, "Chickadee-dee-dee-dee."

2nd Child: He was swinging on a branch.

3rd Child: He was hunting some breakfast.

4th Child: One chickadee was calling the other.

Teacher: Would you like to say one more thing about the chickadee?

1st Child: I hope I see my little friend again.

2nd Child: My chickadee had a black cap.

3rd Child: He was very, very happy.

4th Child: My chickadee stays around all winter.

Teacher: Now the boy who said he saw a flock of chickadees when he was coming to school may come to the front. The girl who told us they were in the garden may come to the front. The one who said one chickadee was calling the others may come to the front. The boy who said he hoped they would come again may come to the front. You may each tell your story.

1st Child: When I was coming to school I saw a flock of chickadees.

2nd Child: They were in our garden.

3rd Child: One chickadee was calling the others.

4th Child: I hope they will come again.

Teacher: Now, John may come to the front, and tell us all these little stories and then we will have a long story.

N.B.—Other groups of children may be chosen and several different stories obtained.

II. Formal Drill.

1. Correction of Errors:

"I saw," not "I seen."

"I did," not "I done."

"Isn't," not "ain't."

"I have" not "I got."

These are best taught in the form of games, e.g.:—

Drill on "I Saw"

Place a number of objects on the teacher's desk.

Have a row of children pass the desk and tell what they saw.

"I saw a box."—"I saw a book."

Variety may be given by having the next row mention two objects.

"I saw a book and a pencil."

Drill on "Did"

Two children stand in the front of the room. One is blindfolded. The teacher indicates some child to touch the one who cannot see. He says, "Some one touched me." The other asks, "Who did it?" He replies, "Tom did." He gets five guesses. The child who touched him takes his place if he guesses correctly.

Drill on "Isn't"

Have a list of words on the board. A child goes out of the room, while one of the class goes to the board and selects a word. Then the first child comes in and points to a word, asking:

"Is it 'play'?" "No, it isn't 'play.'"

"Is it 'going'?" "Yes, it is 'going.'"

The boy who selected the word now goes out and another chooses a word. Limit the number of guesses.

2. Pronunciation.

Guard against and correct:

1. The dropping of the final letter—*g*, *d*, and *t*.

2. Use of *d* for the *th* in *them*.

3. Insist on having "yes" pronounced correctly and abolish slang substitutes.

Teachers, by noting and checking, can abolish the habit of making statements with the rising inflection which is so very common among school children.

Children should learn, by observing the work of the teacher, the printed charts and other illustrative material that—

1. The first word of each sentence begins with a capital.
2. The word "I" is always a capital.
3. The name of a person begins with a capital.
4. Every sentence that tells something closes with a period.

NOTE.—Practice in sentence-building with word cards helps to impress these ideas.

III. Written Work.

Children should learn to write—

1. Their names.
2. The name of the teacher.
3. The number names (and a few other frequently used words and phrases).

They may copy a sentence.

They may put words in sentences where blanks are left, e.g.:—

My name is——.

I am —— years old.

They may write original sentences. Writing a letter is a great joy. The first letter should be developed in class, written on the board by the teacher, and copied by the class. It should consist of a single sentence. It might be an invitation, e.g.:—

Dear Mother,

Will you come to our party on Friday?

FLORENCE.

When a child can write such a letter without making a mistake, or looking at the board, he might be allowed to send it by mail.

Suggested Topics.

1. A letter to the principal to announce a month's perfect attendance.
2. A letter to one's mother.
3. A letter to Santa Claus.
4. A Valentine.

Summary of Attainment.

At the end of the first year each child should be able to do the following:

Recite or sing ten "Mother Goose Rhymes."

Repeat three poems.

Tell three stories.

Make a sentence about any suggested topic.

Show by his oral work that he uses correctly the words "saw," "did," and "isn't."

- Write his name.
Write the number names.
Write a sentence which begins with a capital and ends with a period.
-

GRADE II.

Aims.

1. To encourage clear, well-worded statements on the part of the child.
2. To develop a constantly growing language power; to make interesting sentences by adding descriptive words.
3. To develop some idea of arrangement.

I. Oral Composition.

The work of this grade differs from that of Grade I in degree rather than in kind. About three-fourths of the language time is spent in oral work. Children should be encouraged to make the question sentence as well as the statement.

1. Conversation.

Suggested Topics:

My Birthday Party.
My First Trip on the Train.
What I Saw at the Market.
What the Milkman does.
The Wind at Work.
Making a Doll's House.
How to Play Marbles.
How to Treat a Visitor.
How to Help Mother.
Making a Kite.
How Jack Frost Changed the Leaves.
Our Playground.
My Shadow.
The First Snowstorm.

2. Story Telling.

(a) Stories chosen should be simple and short, with a definite beginning, a related middle, and a definite close. The teacher can help greatly in the recall by his method of presenting the story. Tell once as a whole for interest. Tell it again, and have children comment on the characters, tell the parts they like best or recall similar stories. If it is made up of several units, tell in this way, asking questions after each bit is presented. If there are phrases or sentences which should be reproduced as wholes, get different children to give these. The value of a story as a means of adding to the child's vocabulary is greatly enhanced in this way. His expression is greatly improved, too, because he tells well the thing he knows well. Try to give children a motive for telling the story.

(b) Dramatizing the story is one of the best ways of telling it. This gives practice in sentence-making under the stimulus of imagination. The children plan the action and make the speeches. Free dramatization has great value as a language exercise. It may well be applied to social situations, answering the door, meeting a friend, etc.

3. Pictures.

Those chosen must be full of action.

(a) Story pictures are easily obtainable. Many excellent ones are found in the magazine advertisements.

(b) Pictures afford scope for imaginative treatment. Let the child pretend to be a certain object in the picture, and tell his story.

Type Lessons.

The Milkman.

Aim.

To develop the topic in a logical manner.

To have every child express himself from an individual point of view and in an interesting manner.

To develop the sentence idea.

Teacher: How many drink milk? Who brings it to your house?

1st Pupil: The milkman brings our milk.

Teacher: How do you know your milkman from other milkmen?

1st Pupil: Our milkman wears a black fur cap.

2nd Pupil: My milkman wears khaki overalls.

3rd Pupil: Our milkman has a new fur coat, only the fur is turned inside.

Teacher: Tell me in two sentences.

3rd Pupil: Our milkman has a new fur coat. The fur is turned inside.

4th Pupil: We have a new milkman. He has a leather coat.

Teacher: How does your milkman carry his bottles?

1st Pupil: He carries his bottles in a wire basket.

Teacher: What do the bottles do when he walks?

1st Pupil: The bottles rattle. When he walks the bottles rattle.

Teacher: Now tell me about your milkman and his basket.

2nd Pupil: We have a new milkman. He has a leather coat. He carries his bottles in a wire basket. When he walks the bottles rattle.

Teacher: How does the milkman get to your house? Tell me about his wagon.

1st Pupil: Our milkman's wagon is painted yellow. It has black letters on it.

2nd Pupil: My milkman has a new wagon. The wheels are painted red.

3rd Pupil: Our milkman has a sleigh. Sometimes he gives me a ride.

4th Pupil: There is no top on our milkman's wagon. The milk freezes.

Teacher: Now close your eyes and think of a story about the milkman.

Pupil: The milkman comes to our house. He carries his bottles in a wire basket. Yesterday he dropped his basket. He broke two bottles.

Teacher: We know the milkman comes to your house. Tell me your story without telling me that.

1st Pupil: Our milkman carries his bottles in a wire basket. Yesterday he dropped his basket. He broke two bottles. [*Others tell stories.*]

2nd Pupil: My milkman has a new wagon. The wheels are painted red. He gives us rides in the summer time.

3rd Pupil: Yesterday the milkman gave us a pint of sour milk. Mother told him to change it. He gave us a pint that was not sour.

4th Pupil: Our milkman has a sleigh. Last winter I used to ride with him. I am afraid to ride on his sleigh this year. Mr. Kelly told us not to.

5th Pupil: One day our black dog chased the milkman. The milkman threw a bottle at him. Bruce growled.

6th Pupil: The milkman does not come to our house. We have a cow. My brother is going to sell it. He is going to buy a new one.

II. Formal Drill.

1. Correction of Errors.

Drill on correct forms in this grade; include those mentioned in Grade I as well as the following:

"We were," not "We was."

"There are," not "They are."

"He doesn't," not "He don't."

"John and I," not "Me and John."

Elimination of "and" in story telling.

Drill on correct form through playing of games. If one mistake occurs with great frequency, keep a record of it on the black-board.

2. Pronunciation.

Make lists of words frequently mispronounced and drill on these:

catch	asked	this one
get	picture	once
have	give me	twice
could have	let me	just
and	was he	because

Also words ending in *ing*.

III. Written Work.

1. Method.

Children should learn to copy sentences from the blackboard correctly. Also to write sentences from dictation, comparing the product with the teacher's correct copy on the blackboard.

The next step is to answer correctly sentences written on the board. A complete composition may be developed by this question and answer method. Oral developmental lessons should precede the written one, e.g.:—

Questions

Answers

What is your dog's name?	My dog's name is Rover.
What color is he?	He is black and white.
What can he do?	He can run after sticks.
Is he cross?	He is not cross.

The first few times this method is used the answers should be written on the board as well as the questions and the pupils allowed to copy them. Then erase answers and have them write without help.

Simple letters of not more than three sentences similar in form to those in Grade I may be written. As a variation write a letter on the board and have the children answer it.

Children love riddles. Write a simple one on the board. Have them copy and answer. Have them write an original one.

Example:

(1) I am white.	(2) I am red.
I am cold.	I am good to eat.
I am light.	I hide under the green leaves.
I come from the sky.	I come in July.
What am I?	What am I?

Give practice in making two sentences about any object, e.g.:—

I have a new red sled.
I ride down hill on my sled.
Mary gave me a doll.
My doll can shut its eyes.
I saw a bird when I was coming to school.
It was singing a lovely song.

A daily drill on two or three new words in sentence context, and then planning for the use of these in the written work is the best way to insure correct spelling in this grade. It is important to emphasize the need for correctness in the beginning.

Teach children to examine and correct their own work; e.g., question like this:—

Does each sentence begin with a capital?

Have you put the right mark at the end?

Read your sentences over to see if any words are left out or misspelled.

Technique.

Points to teach.

(1) Capitals: Names of persons, places.

Days of the week.

Months.

Pronoun "I."

(2) Punctuation: Period at the close of statement.

Question mark at close of question.

Period after abbreviation.

(3) Abbreviations: "Mr.," and "Mrs.," "ft.," and "yd."

Summary of Attainment.

At the end of the second year each child should be able to fulfill the first grade requirements and in addition—

Repeat four poems, or about fifty lines of poetry.

Take part in the dramatization of three stories.

Reproduce three stories, eliminating too frequent use of "and."

Give two sentences on any topic within his understanding.

Be able to pronounce correctly the words in common daily use.

Write two sentences from dictation, showing the use of capitals and punctuation.

After oral discussion, write two sentences on any familiar topic.

GRADE III.

Aims.

1. To lead children to tell of their experiences in a free, spontaneous, interesting manner.
2. To lead children to give variety to sentence form by putting in descriptive words instead of joining statements with "and", making occasional use of the question and exclamatory sentence.
3. To develop in children the power to write correctly three short sentences on a given topic.

I. Oral Composition.

The work follows the same general plan as that of the Grade II. Impressions come from more sources and should be expressed more clearly, fully, and forcibly. Two-thirds of the time should be devoted to oral work.

1. Conversation.

Each subject on the course furnishes material for language training. Nature Study, depending on observation, is a fine source of supply. Child-life in other lands, with a free use of pictures, gives much thought material. The making of original problems in Arithmetic based on the operation taught is a valuable exercise. The daily incidents of school life offer constant opportunity for group discussions. The teacher's part is to keep these talks informal, so that the responses will be natural and also shape them into a unified whole. Each lesson must have a definite aim. Every lesson affords practice in construction and arrangement of sentences.

Suggestive Topics:

How We Played One Rainy Day.	A Frolicsome Wind.
Getting the Cows.	The First Robin.
A Ride on the Delivery Wagon.	What Jack Frost Did
Going for Berries.	Last Night.
What I Do on Saturday.	The Picture I Like Best.
Going to Town with Father.	The Runaway Horse.
The Wind at Work.	Making a Flower-bed.

Rules for Politeness.

2. Story-telling.

Vary the reproduction with exercises based upon the story, e.g.:—

- Finish a half-told story.
- Change the ending to make it please.
- Add dialogue where it is only suggested.
- Tell a story to illustrate a proverb.

Develop the sense that a story has a beginning, a middle, and an end. This can easily be done in connection with the fairy tale with its classic beginning and its satisfactory ending.

Making a play from a story demands a little more than the dramatization of the previous grades, and affords good practice in live sentence-building. It is advisable to read the longer stories to the class. Some stories, such as the *Just So Stories*, by Kipling, are so delightfully told that it seems a pity to lose any of the charm.

3. Pictures.

- (a) Good illustrations of known poems and stories.
- (b) Pictures that are full of action.

Basis of discussion: Tell what the people in the picture are doing.

The story the picture tells.

A suitable name for the picture.

Well known pictures may be reviewed by having a child stand at the front with a picture which he describes. The class listens and names the picture.

II. Formal Drill.

1. Correction of Errors.

Drill on correct forms includes those mentioned in Grades I and II, as well as the following:

"He gave," not "he give."

"John has gone," not "John has went."

"Those books," not "them books."

"I did not say," not "I never said."

Avoid "and" and "so" when making sentences and telling stories.

Drill on correct form through playing of games. Try to awaken a desire to use good English. Get children to correct each other in class and on the playground.

2. Pronunciation.

Drill on words frequently mispronounced; if not these, the ones you hear mispronounced during the week.

was	and	may be	elm	geography
for	just	through	polite	which
of	hear them	three	parade	
from	have to go	thread	February	

III. Written Work.

More time should be devoted to written work in this grade. Oral preparation should precede the written exercise. The oral work will be a group exercise, but the writing which follows may be quite individual.

Suggested Exercises in Sentence-making.

1. During a class discussion the best sentences are placed on the board as given by the children. As a follow-up exercise ask the pupils to copy these, arranging them in the best possible order.
2. The teacher may use the above mentioned sentences as a dictation exercise. Each child corrects his own sentences by comparing with the teacher's model.
3. Let children write on the blackboard. Have one row write one day, another the next, and so on. Suggest the writing of two sentences about a well known topic. Have pupils at seats read and make comments.

4. Have the pupil keep a personal list of all words which are misspelled in his written work.

Word-building Exercises.

1. As a synthetic exercise in phonics, make lists of words with common endings. Put the endings on the board. Allow pupils to use books, e.g., nation, relation, station, notation, quotation.
Endings like *igh, ight, ough, tion, oast, other, able, ance.*
2. Words that are related: as "writes," "writer," "writing," "wrote," "written."
Give words and have pupils make lists, e.g.: "hop," "skip," "read," "child," "walk," "sit," "lie," "weak."
3. Give long words or phrases, and have pupils use the letters in these for building words. Have them compete to see who can make the most words. No letter may be used more times than it occurs in the words. Try these words:

lemonade	Edmonton
summer-time	Province of Alberta
notwithstanding	Dominion of Canada

4. Spelling may be closely related to composition by drilling on the spelling of words which are sure to be needed in writing. Take a particular topic; for example, the clock. Have pupils name all the words they can think of suggested by this topic. The teacher writes these on the board and pupils learn how to spell those which offer difficulty. Later the pupils are asked to write about a particular clock. Other similar topics may be treated in this way.

The Friendly Letter.

In the preceding grades the pupils have had simple exercises in writing letters. Their knowledge should be extended, and considerable practice given in writing friendly letters.

How to begin:

1. Write on the blackboard a model letter by some good author or one of your own.
2. Let it serve as a reading lesson.
3. Discuss its content and form.
4. Have pupils copy it.
5. Have them answer it.
6. Letters should be carefully re-read, the teacher asking:
"Has your letter all the parts we decided were necessary?"
"Are these correctly placed?"
"Is the margin the right width?"
"Are all the words spelled correctly?"

Give much exercise in letter-writing. If possible, carry on a correspondence with some other school.

A Project.

Making a book and copying in it the best compositions written during the term is a very helpful way of getting children to take interest and pride in their writing.

Points to Teach.

- (1) Capitals.
 - (a) Review of previous work.
 - (b) The first word of each line of poetry.
- (2) Punctuation—putting in the necessary end marks.
- (3) Abbreviations for the days and the months.
Denominate numbers used in Arithmetic.

Summary of Attainment.

In addition to the work of Grade II, take part in the dramatization of three stories, giving considerable opportunity for characterization.

Reproduce three stories in approved style.

Give three sentences about any known topic, without using unnecessarily "and" or "so."

Recite five poems, or about a hundred lines of poetry.

Copy a short story or poem without errors.

Write from dictation three sentences involving the technical points taught in this grade.

After oral preparation, write correctly three sentences about the subject discussed.

Type Lesson.

For Oral Composition, providing seat work and a follow-up exercise.

Topic.

"How the Wind Helps."

Aims.

To arouse interest in the topic.

To get the observations and experiences of the group expressed in complete sentences.

To prepare them for a written exercise on a similar topic.

Teacher: This morning I stood at the window watching Mary cross the school yard. It seemed hard work, Mary.

Mary: It was hard work. The wind was right in my face.

John: The wind helped me. It was right in my back. I ran all the way.

Teacher: The wind is a great helper. Think of some of the ways it helps.

Will: Mr. Brown has a wind-mill. When the wind blows it pumps water for him.

Annie: The wind helps the flowers scatter their seeds.

Tom: I had a sail in a boat. The wind made it go.

Teacher: (*Who has written sentences as given*) We have quite a nice story here, but it needs a name. Can you give it one?

Florence: "The Wind at Work."

Henry: "How the Wind Helps."

Alan: "How the Wind Works."

Teacher: Take your books. Choose the title you like best and copy these sentences, arranging in the best order. Then write a story for me about—

"The Wind at Play."

Some of the Stories.

1. One morning the wind blew a man's hat off, and ran away with it. He was a fat man. He could not run fast.
2. My mother hung her apron on a bush to dry. The wind blew it to the other side of the garden.
3. There was a bird's nest right at the top of a tree. The wind shook the tree so much that the eggs fell out. They broke.
4. Father was writing at the table. He went out and left the door open. The wind came in and blew his papers all around the floor. Father was cross.

After this lesson the children would enjoy reading and studying Longfellow's poem, "Daybreak."

Model Letters.

Ulra Cottage,
Hamilton, Scotland,
January 1, 1869.

Dear Hans Andersen:

I do like your fairy tales so much that I should like to go and see you; but I cannot do that, so I thought I would write to you. When my papa comes home from Africa, I will ask him to take me to see you. My favorite stories are "The Goloshes of Fortune" and "The Snow Queen."

I will say good-bye to you, and a Happy New Year.

Your affectionate little friend,

ANNA MARY LIVINGSTONE.

Spring Grove School,
Nov. 12, 1863.

Ma Chère Maman:

I received your letter yesterday, and as this is my birthday I will write you a letter. My present arrived and I like it very much. At the party there were some beautiful fire-works.

My dear papa, you told me to tell you whenever I was miserable. I do not feel well and wish to get home. Do take me with you.

Your loving son,

R. STEVENSON.

Letter No. 1 (Questions to ask).

Who wrote this letter?

Where did she write from?

Do you know Hans Andersen?

Tell about him, what he did, where he lived.

Why did Anna write to him?

Have you read these stories?

Does this letter need an answer?

Will Hans Andersen reply to it? Why do you think so?

Answer this letter for him.

Written Exercises after Oral Discussion.**An Indian Boy.**

I saw an Indian boy. He had a bow and arrows. He had feathers in his hair. He wore moccasins [moccasins]. He had long hair. I think he was going hunting.

Boy (Anglo-Saxon, aged 9).

The Indian's Bowl.

The Indians make their bowls of clay. They put it in the fire and that makes it hard, so it will not break. It is painted with colored mud. It is used to put soup in.

Boy (Russian, aged 8).

Little Robin Red Breast.

This is a picture of little Robin Red Breast. He is not here now. He is away down south in the hot country. When spring comes, he'll be here with his merry songs. One morning very early when I was up I heard [heard] something singing. I looked out, and who did I see but little Robbin [Robin] Red Breast.

Girl (French, aged 8).

Nick's Pets.

Nick caught five baby mice and brought them to school. He found them in the grain sack when he was feeding the chickens. He put them in a large jar [jar] with some bread. Their color is like a shadow. They have eyes like little black beads. Their tail makes me think of a baby snake.

Girl (Anglo-Saxon, aged 8).

Rules for Politeness.

If a lady drops her handkerchief, you must pick it up. If you pass in front of a lady you must say Excuse me. If a lady is standing you must give her your place.

Boy (Anglo-Saxon, aged 9).

Armistice Day.

Armistice Day is when the war stopped. It was the eleventh hour eleventh day of the eleventh month. We keep it because we want to remember the soldiers who fought for us. We wear poppies to remember the soldiers. At eleven o'clock we bow our heads for two minutes.

Boy (Anglo-Saxon, aged 8).

GRADE IV.

Aims.

- (a) To teach the pupil to gather a group of ideas about the topic before he speaks or writes.
- (b) To enlarge and improve his vocabulary.
- (c) To give him practice in speaking and writing the simple sentence.

A. Thought Work.

To assemble a group of ideas about the topic is a necessary preparation for expression. Children need to be taught how, and given practice in doing this. The teacher holds a sunflower before the class. If he asks for a description of the flower, the pupil will reply, "It is a yellow flower." This, he will tell you, is all he knows or all he can think of to say. But questions and suggestions on the part of the teacher will elicit many facts about sunflowers. The pupil finds he knows a good deal about them. He becomes interested. He is ready to describe the flower. In this way he gathers ideas from every kind of lesson. Reading is the richest source. In literary picture study (see above) his imagination is stimulated and trained to hold the group together. Composition lessons of many kinds should be planned to give him practice in gathering together everything he has or can find upon a topic.

Important: Give him interesting, stimulating topics.

Suggested Exercises.

1. Ask each pupil to prepare three thoughts about a topic.
2. Enumerate the ideas the writer has given in any paragraph or short story.
3. Make a list of the ideas suggested by a word, a sentence.
4. Competitions between individuals or classes as to which shall gather most ideas upon a subject in ten minutes, a day, a week. Refuse the uninteresting.
5. Keep blackboard space to collect groups of facts about the plant, animal, place, or person being studied.

B. Vocabulary Work.

The child has now many new ideas. He needs many new words with which to think and to express his thought. In this year his vocabulary habits should be formed. Reading and conversation are the chief sources of new words, but the teacher must help the pupil to form good habits and should add many new words to his store, in lessons planned for the purpose.

Suggested Exercises.

1. Awaken interest by class competitions in the collecting of new words.
2. Give practice in gathering meanings of words from context.
3. Teach the use of the dictionary, and fix the habit of looking up new words.

4. Teach lesson in which three to six interesting and useful new words are studied. Require use of same in composition.
5. Word-testing lesson. Give a suitable list of words and let the children give their meaning, or a word that means the same, or a word that means the opposite.
6. Collect names; words that tell (verbs); words that describe. Encourage pupils to use content verbs rather than parts of the verb "to be" in all composition.
7. Teach same word used as different parts of speech.
8. Every well taught spelling lesson is a vocabulary lesson.

C. Sentence Practice.

To train boys and girls to use the simple sentence correctly and easily is the chief business of the first three years in language. Unless your class is faultless in this work, it will be wise to continue regular sentence practice in Grade IV. Pupils who use the simple sentence perfectly may begin to practise using the complex. Avoid the compound sentence, as the long rambling "and" sentence is the greatest of all hindrances to the development of *sentence sense* in children. Pupils should also have much practice (oral and written) in giving three or four or five sentences about one topic. Insist on interesting topics and each sentence upon the point. No formal study of paragraph needed.

Suggested Exercises.

1. Single simple sentences on different topics (one each round the class).
2. Class competitions (oral and written) on one topic.
 - (a) The most interesting sentence.
 - (b) The most informative sentence.
 - (c) The best formed sentence.
 - (d) The new word sentence, etc.
3. Class compositions (oral), each pupil in turn supplying a sentence in building a story.
4. Sentences built from lists of words.
5. Poor sentences re-arranged for better effect.
6. The three or four sentence composition (each sentence correct and all on the point).
7. Much useful sentence practice is obtained in oral dramatization.
8. Write many friendly letters (three or four sentences long).

D. Mechanics.

Oral Composition (three-fourths to two-thirds of time).

Insist on good standing position. Work for an opened mouth, a deep breath, audible voice. Give frequent drills for articulation. The following list of *speech errors* contains common errors that may need correction in this grade, but each teacher is urged to

make a careful survey of the speech in his class or room, compile his own list, and attack one or two errors at a time.

"I seen."

"Ain't."

"I done."

"They was."

"Them books."

"He don't."

Written Composition (one-fourth to one-third of time).

Insist on tidy exercises, legible writing. Correct spelling. Accept no other. Teach punctuation of sentences used (capital and end marks). Teach arrangement of letter on paper, punctuation and abbreviations used in friendly letter.

E. Standards for Self-Criticism and Class Criticism.

These standards should be placed on the blackboard, explained to pupils, and left there that they may use them. They should be required to answer "Yes" to each question before the work is submitted.

General.

1. Are the thoughts interesting?
2. Is each sentence about the topic?
3. Is each sentence correct?
4. Were any new words used?

Oral.

1. Did the speaker stand well?
2. Could everyone hear?

Written.

1. Is the work neatly written?
2. Is every word correctly spelled?

F. Minimum Required of Grade.

The pupils must be able to—

1. Mention four thoughts suggested by any object or topic.
2. Pronounce and give the meaning by use in sentences, of ten words from a list of thirty suited to the grade.
3. Use habitually in speech the correct forms corresponding to the six phrases listed above as common errors.
4. Use correctly in written composition all the words in the Primary Spelling List for the Grade.
5. Speak or write without help four correct sentences upon one topic.

G. Sample Compositions.

The following are samples of actual compositions written by pupils in Grade IV and should probably be graded between 60 and 75 per cent. These compositions *are in no sense models* but merely samples of work to give the teacher a suggestion as to a reasonable standard for the grade.

1. Reproduction by a child 11 years old (speaks Swedish at home):

The Widow's Lamp.

There once lived a widow who was very poor and there was no one who cared for her. She lived on shore of the sea where the sea was very rocky and many ships were wrecked there. One day she thought of a plan to clean her lamp and fill it with oil and keep it burning bright [burning bright] so it would shine through the window and down on the rocks so it would guide the ships from the rocks. When the sailors found out who had done this kind thing they gave her spices [spices] and dresses and many other things when they came from other lands.

2. Original, after oral preparation (by Anglo-Saxon child, age 9):

Recess.

At Recess a lot of the girls and myself make snowhouses. We just love to do it for it is such [such] fun. So you see why we like winter so much. It looks so cold if you are looking out the window but it isn't as cold if you get out side and play.

In our snowhouses we have a parlor and two bedrooms. In the parlor we have a few chairs and a table. In our bedrooms we have two chaires [chairs] and a table. But now our play house is broken.

3. Original, without oral preparation (by Anglo-Saxon child, age 9):

A Motherly Cat.

A woman gave my brother three kittens. A neighbor of ours had a cat too which had three kittens of her own. Some times she would come and mind our kittens. One day we lost one of our kittens. We thought it was lost or killed. The next day another kitten was gone. Then we took the one kitten in the house. And the next day we caught the cat taking the kitten. I followed it and there I found that she had our two kittens and her three. So we gave her them. Now they are grown up to be big cats and living in our neighbors barns.

GRADE V.

Aims.

1. To teach the pupil to recognize the main idea in any group of ideas presented to him.
2. To teach him to choose a single idea to speak or write about and to make each sentence about that idea.
3. To teach him to speak and write a simple paragraph.

A. Thought Work.

To see the main point in any situation, problem, or argument is the first step towards clear thinking. This power must be acquired by practice. Such practice will be given incidentally in every lesson. The pupil is asked in Art to notice the central object

in the picture; in Nature Study to discover the distinguishing characteristic of plant or animal; in Literature to consider the important person, thought, or feeling. In Composition many lessons should be planned to give this training.

Suggested Exercises.

1. The most important words in sentences may be marked.
2. Paragraphs read aloud by teacher, or silently by pupils, may be followed by test questions.
3. The important incidents in stories read may be noted and used in re-telling or dramatization.
4. The hero may be chosen, his most important speeches and deeds marked and dramatized.
5. The most important topics of the day will be discussed; the most worth while people described; the most interesting incidents written about.

B. Paragraph Work.

Teach the pupil that a paragraph is a group of sentences about one topic. Grade IV learned to collect a group of thoughts about the topic. Grade V is taught to select the important idea from the group. In studying the paragraph teach the pupil to collect a group of thoughts, select the most important one, and then see that each sentence given tells something about the important thought. Teach the form in which paragraphs are commonly written. The written form impressed on the mind by frequent practice will help the pupil to think a paragraph when preparing to speak. The paragraph should not be more than six sentences long.

Suggested Exercises.

1. Examine good paragraphs to prove (a) every sentence on the topic, (b) every thought interesting.
2. Examine poor paragraphs from class work or newspapers noting repetitions and lack of pertinence.
3. Give frequent exercise in planning both oral and written paragraphs.
4. Practise giving paragraph answers in History, Geography, Nature Study, Literature. (The teacher will need to prepare the questions, which may often be placed on the black-board while the children read).
5. Reproduce anecdotes, fables, single incidents from long stories.
6. Turn into play form for acting, stories from Literature and History.
7. Oral dramatization affords an excellent opportunity for paragraph as well as sentence practice.

8. Use every offered occasion, and devise others, to have pupils write friendly letters, one paragraph in length, which should be posted.

C. Continue.

- (1) Vocabulary work. Require intelligent use of dictionary. Teach regular vocabulary lessons. Practise writing verses.
- (2) Regular sentence practice (oral and written). Call for single complete sentence answers, opinions, reports, in History, Geography, Elementary Science, Literature.

D. Mechanics.

Oral Composition (about two-thirds of composition time).

Insist on good standing position. Work for a clear-carrying voice and careful articulation. Give frequent articulation and pronunciation drills. Work for correction of the following errors in speech, or teacher's own list:

"The boys is."	"We was."	"This here."
"He give me."	"She come."	"Him and me."
The double negative.		"John he."

Written Composition (about one-third of composition time).

Accept only tidy exercises, neatly written, and correctly spelled. Teach paragraph form. Indentation and margin; a capitalized title. Teach quotation marks for use in quoting remarks and in written dramatization.

E. Standards for Self-Criticism and Class Criticism.

Place standards on blackboard. Leave them there. Discuss them with class. Require pupils to correct their work by the standards before submitting it.

General.

1. Is there one important idea expressed?
2. Is every sentence about it?
3. Is each thought interesting?
4. Did you say exactly what you mean?

Oral.

1. Did you stand naturally? Speak slowly?
2. Did you pronounce each word correctly?
3. Could everyone hear each word?

Written.

1. Is your exercise perfectly placed on page?
2. Is it neatly written?
3. Is every word spelled correctly?

F. Minimum Required of Grade.

Pupil must be able to—

1. Mention most important idea in a simple paragraph—
 - (a) Read aloud by the teacher.
 - (b) Read silently by himself.

2. Cross out of a paragraph ideas not upon the main topic, or not interesting.
3. Pronounce and give meaning by use in sentences of 20 words from list of 35 suited to his grade.
4. Use habitually in speech the correct forms corresponding to all the phrases listed in D as common errors in speech.
5. Use correctly in written composition all the words in the primary spelling list of the grade.
6. Write a friendly letter of one paragraph without any mistakes of form.
7. Speak or write, without help and in correct form, a paragraph of four or five correct and interesting sentences, each one about the topic suggested.

G. Sample Compositions

The following are samples of actual compositions written by pupils in Grade V and should probably be graded from 60 to 75 per cent. These compositions *are in no sense models*, but merely samples of work to give the teacher a suggestion as to a reasonable standard for the grade.

1. Original, after oral preparation (child aged 10):

Fraser River.

The scenery along the Fraser River is very beautiful. It is ninety feet higher in spring than any other part of the year because of the melting snow. In one place the river rushes through a channal [channel] only fifty yards wide. The mountain peaks are so high that it makes one dizzy to look up at it.

2. Exercise following Geography lesson (child aged 10):

Lumbering.

Some men go out in the spring to blaze a trail. When the men come in the winter they build a cabin for to sleep and for to live through the winter. A section called the fellers cut the trees. The sawyers cut them of [off] into logs. Another party called the scorers cut all the branches of [off] them. The hewers cut all the points of [off].

In the spring again the log driver is the man who directs the logs. If it is smooth water he will build a boom and draw it with a tug. If a log hits a rock the log driver calls it a log jamb [jam]. He would have to hurrie [hurry] to let it lose [loose] or all the other log would pile on top of him.

3. Original (without oral preparation):

A Birthday Surprise.

It was the day before my mother's birthday when I thought of it. I counted my money which I have saved. It was fifty-five cents. I put on my coat and cap and went to a store on the corner. There I saw a nice big vase which I priced. The store-keeper said that it was seventy-five cents that meant I was twenty cents short. I walked home slowly and sad because I did not know where to get the money.

When I got home I found a letter for me. I opened it and there was one dollar for me from my brother in Calgary. I bought the vase and ran home as fast as I could run. On the night of the birthday I unwrapped it and gave it to my mother. They were all surprised because they have been busy and forgot all about it. But my mother thanked me for it and was very glad.

GRADE VI.

Aims.

1. To teach the pupil to eliminate from his group of ideas all those that are not (a) pertinent, (b) interesting.
2. To give him practice in choosing an interesting single topic to speak or write about.
3. To teach him to write a simple business letter.

A. Thought Work.

The pupil has been learning to collect groups of thought and to select the most important. This training will be useful in many ways and especially in the selection of subjects for speaking and writing. He must learn first to choose an interesting topic and then to limit himself to the single aspect of it which can be handled in the few sentences allowed. The subject chosen, the pupil should be taught (by practice) to collect thoughts about it and to eliminate those (1) not strictly pertinent, (2) not interesting. A personal experience is usually the best topic, in that it will provide the most interesting details, but pupils should have practice in speaking and writing upon other topics, as current events, elementary science, citizenship stories, etc.

Suggested Exercises.

1. Divide a list of ten topics into (a) interesting, (b) uninteresting.
2. Examine books and magazines for interesting titles. Discuss. Decide why they interest.
3. Make list of interesting personal experiences to speak or write about.
4. Enumerate the different sides of one topic which may be spoken or written about.
5. Jot down a long list of thoughts about any subject. Cross out (a) the non-pertinent, (b) the uninteresting.
6. Study sentences, paragraphs, and stories to decide whether they contain words, thoughts, or incidents which might be omitted.

B. The Business Letter.

Letter-writing is the kind of written composition the pupils will have most use for after leaving school. From Grade III on they should be given every possible opportunity to practise it. The school is frequently judged by the pupil's ability to write a

business letter. No pupil who is unable to write a simple one without any errors of form is fit to leave the public school. Careful teaching and constant practice will be needed. A real letter has three times the value of a make-believe one. The teacher should take thought, devise occasions, arrange situations requiring the writing of real letters. School life presents many opportunities to the alert teacher. The model is simple (see below). Emphasize the necessity of clearness and courtesy of expression and perfect correctness of form. Leave no excuse for mistakes and accept no letter that is not perfect. Teach at least three opening forms to suit different types of letters, as—letter requesting samples, prices, etc.; letter ordering goods, and letter acknowledging receipt of information or goods. The body of the letter should not be longer than four or five sentences.

Form of Business Letter to be Taught.

1. Requesting Catalogue.

Chiefton, Alberta,
January 25, 1922.

The Huff Stamp Co.,
159 King St. East,
Toronto, Ontario.

Dear Sirs:

I should like a copy of your latest stamp catalogue. If there is any charge, please let me know and I will send the money promptly.

Yours truly,
GEORGE CLARK.

The Huff Stamp Co.,
159 King St. East,
Toronto,
Ontario.

- N.B.* { 1. Post Office regulations require that "Alberta" be not abbreviated.
2. Teach formal punctuation of heading and address (as above).
3. Do not use the block system.

Other Forms of Opening for Letters.

2. Ordering Goods.

"Enclosed you will find post-office money order for three dollars (\$3.00) for which please mail (express or send by freight) _____."

3. Acknowledging Money or Information received.

"Your letter of October 10, with enclosure, received _____."

Suggested Exercises.

1. Place model on blackboard. Leave it there. Discuss it with class. Have each pupil make a copy of it.
2. Have pupil make a letter file. One may be made with a piece of paste-board and a large nail or piece of wire. Have copies of the model letters placed on file.
3. Pupils may collect, or copy, actual business letters to place on their file.
4. Have every pupil write each business letter required in school life. Send best one. Place them on file.
5. Let pupils address each other, the teacher, their parents, neighboring schools, upon business matters.
6. Have children devise situations requiring business letters. Plan the letters; write them.

C. Continue.

(1) Vocabulary work.

Teach the simple prefixes and suffixes.

- (i) *pro, con, ad, dis, re.*
- (ii) *ed, hood, ish, ful, ling.*

Let the pupils practise making or collecting groups of words involving these, e.g.: profound, proceed, protest; confuse, confound.

(2) Sentence practice.

Continue to call for simple sentences when pupils make mistakes in using longer ones. Use the single sentence or two or three sentences upon a topic for regular oral practice. Practise use of "The person who _____"—"The King who _____" sentences. Do not teach or encourage use of compound sentence, but accept it if given correctly. Study well constructed short sentences. Memorize beautiful ones. Collect, use, and discuss use of adjectives, adverbs, beautiful phrases, clause forms. Always praise children who use figurative or descriptive language. Use the two or three sentence oral composition for review work in History, Geography, Literature, Elementary Science.

(3) Paragraph Practice. Give frequent practice in speaking and writing four or five sentence paragraphs. Teach pupils to plan their paragraphs. Help them to choose interesting single topics. Discuss the sentences suggested and eliminate the non-pertinent and uninteresting. Use the paragraph of explanation and the business letter for practice in eliminating points that are not pertinent. Use the anecdote, the personal experience, and

paragraph of description for practice in eliminating matter that is not interesting. Practise speaking paragraphs.

D. Mechanics.

Oral Composition (from half to two-thirds of composition time).

Try to have everyone in the room hear every word. Continue pronunciation and articulation drills. Teach pupils to speak and read with such pause between the sentences as will enable everyone to follow the thought easily. Get rid of the following errors in speech:—

<i>can for may</i>	<i>good for well</i>
<i>lay for lie</i>	<i>guess for think</i>
<i>learn for teach</i>	<i>sure for certainly</i>

Written Composition (about one-third to half of composition time).

The regular compositions should not be longer than a paragraph of five or six sentences, but towards the end of the year those pupils who write easily and well should be encouraged to write longer articles. This privilege should be granted only to those who spell perfectly and write neatly as well as readily.

Teach the punctuation and abbreviations necessary in the business letter.

E. Standard for Class Criticism.

See Grade V.

F. Minimum Required for Grade VI.

The pupil must be able to—

1. Cross out of a group of ideas (either a list or paragraph) those ideas not pertinent to the main point.
2. Suggest three interesting topics suitable for speaking or writing a short paragraph upon.
3. Pronounce and give the meaning of thirty words from a list of fifty suited to his grade.
4. Use habitually in speech all the correct forms corresponding to those listed in D. as common errors in speech.
5. Use correctly in writing and spell correctly all the words listed in the spelling course for this and preceding grades
6. Write a single paragraph business letter (after the model) without any errors of form.
7. Speak or write, without discussion or help from the teacher, a paragraph of five or six correct sentences, each one to contain only ideas both pertinent and interesting.

G. Sample Compositions.

The following are samples of actual compositions written by pupils in Grade VI and should probably be graded from 60 to 75 per cent. These compositions *are in no sense models*, but merely samples of work to give the teacher a suggestion as to a reasonable standard for the grade.

1. Original, after form of letter ordering goods has been taught (Anglo-Saxon child, age 11).

Kingdon, Alberta,
Jan. 24, 1922.

Walter Ramsey & Co.,
Edmonton, Alberta.

Dear Sirs:

Kindly send to Marie Brown, 142 26th St. one and one-half dozen ($1\frac{1}{2}$) pink and white carnations. Money order enclosed for two dollars and fifty cents (\$2.50).

Yours truly,
ALICE GRANT.

2. Exercise following Elementary Science Lesson.

The Beaver.

The beaver is about three feet long counting the tail. It has a small head and very sharp teeth. The beaver has a thick dark brown fur and small ears. The beaver has webbed [webbed] feet and a broad flat tail so that it can swim. They live in the water most of the time.

The beavers make a dam so as to make the water deep they don't like shallow water. They make the dam of logs, sticks, stones and mud.

The beavers eat green bark for food. The reason they have such sharp and long teeth is so they can cut down the trees after they are cut down they peel the bark off. They stand on their hind legs to cut down a tree they flatten their tail out on the ground which balances them. They start in one place and cut around the trunk in different places to cut it into short pieces and then they carry it to their home. The beaver works all summer and sleeps in the winter only when they eat. The beaver is valuable for its fur.

3. Original, without oral preparation (child aged 14).

My First Moose Hunt.

One day in October my friend asked me to come with him for a moose hunt. I told him I would because I had never seen a moose and would like to see one.

We got up at four o'clock next morning and went out to look for tracks. We found some fresh moose tracks and followed them until we came to the river bank there we saw two moose close to each other. We killed one and wounded the other. My partner started after it and I skinned the dead moose. When I was finished I heard a grunt and ran for my gun but I had no cartridges so I climbed the nearest tree. The bear followed me and when I was as high as I could go I didn't know what to do the bear was coming up after me so I took my gun and was going to knock him down if I could when I heard a shot and the bear fell to the ground. My partner had shot him in the back.

We were not long getting ready to go home and when we got home we divided the meat with our neighbors who said it was very good.

GRADE VII.

Aims.

1. To teach the pupil to arrange his thoughts in logical order before speaking or writing.
2. To drill pupils in using words which say exactly what is meant.
3. To teach them to write compositions in three paragraphs.

A. Thought Work.

In this grade the pupil should be given careful teaching and much practice in arranging ideas. Different ways of arranging may be explained and exercises devised to give practice in each. In the story events are told in the order in which they happened; in the explanation, the steps are told in the order in which we take them. Facts may be stated in the order of their importance, or as the one leads to the other (logical order). History, Geography, Elementary Science, as well as Literature and personal experience should be used as sources of material. The pupil should be given practice in arranging his ideas mentally, as well as with the aid of paper and pencil.

Suggested Exercises.

1. Collect three or four or five ideas on a topic; arrange them in order of importance.
2. Groups of sentences may be arranged in logical order.
3. List the main incidents of a story.
4. Make orderly summaries of articles read.
5. Make plans for composition other than narrative.

B. The 3-Paragraph Composition.

Most of the practice time should be spent in sentence and paragraph work, but pupils should now be taught how, and (perhaps once a month) allowed to write longer articles. Teach them to (1) choose an interesting topic that can be briefly dealt with; (2) collect and select ideas upon it; (3) make a plan for a speech or article. Explain work of introduction, body, and conclusion. Assign form, placing of title, margin, indentation, folding of sheet, and then insist on observance of these forms. The study of arrangement of sentences in the paragraph should precede and prepare for the arrangement of the paragraphs in the composition.

Suggested Exercises.

1. Study, in short stories and articles, the selection of facts and their arrangement.
2. Collect interesting topics for longer articles.

3. Collect and discuss well worded titles.
4. Make plans of articles read, for speeches, and written articles.
5. In turn practise writing interesting introductions, a good climax and definite, satisfying conclusions.
6. Reproduce and condense stories.
7. Write longer friendly letters.
8. Speak and write 3-paragraph articles on History, Geography, Elementary Science, Literature, and Citizenship.

C. Continue.

(1) Vocabulary Work.

Try to fix habits for increase of vocabulary, e.g., alertness in noting new words, curiosity regarding meanings, use of dictionary.

Drill on use of words in their exact sense.

Try to develop an ear for harmonious arrangement of words.

Teach prefixes: *for, mis, with, un, after, in, on, over, through, under, up.*

Suffixes: *ard, craft, dom, kin, lock, ship, state, ward.*

Suggested Exercises.

1. Collect new words.
2. Collect examples of different uses of same word.
3. Memorize fine bits of poetry and prose.
4. Practise expressing thought in several ways.
5. Paraphrase poetry and turn prose into verse.
6. Condense prose paragraphs.
7. Study effect in the sentence, of using a content verb, the appropriate adjective, an interesting noun.

(2) Sentence Practice.

Continue single sentence practice. Use the three or four sentence composition frequently. Study the forms and practice use of short complex and compound sentences. Note, in paragraph study, the forceful effect of the short sentence, the carrying effect of the long sentence.

(3) Paragraph Work.

Use the oral and written paragraph for regular composition practice. Limit them to five or six sentences. Insist on perfection of form. Drill on logical arrangement of thoughts. Work for a good beginning, a real climax, and a definite concluding sentence.

(4) Letter-writing.

Give steady practice in writing friendly and business letters. The regular practice letter should be limited to one paragraph. (Those whose work is perfect may be allowed to write longer letters.)

D. Mechanics.

- (1) Oral Composition (about one-third of composition time). Continue articulation and pronunciation drills. Work for a

pleasant voice and easy manner. Counteract dawning self-consciousness and prevent mannerism by emphasizing the importance of subject and audience and relative unimportance of speaker. Speaker should look at the audience, speak to them, make them listen.

The acting of scenes or short plays is usually much enjoyed. Through these the pupils gain much in power of expression with a minimum of help from the teacher. Most of the practice work upon plays should be done out of school hours, leaving the school time for speaking, reading aloud, reciting memorized passages of literature. The following errors in speech should be corrected in this grade:

It is me.

Mary and her went.

Will (for shall).

I would of gone.

Adjective for adverb.

(2) Written Composition (about one-third of Composition time).

The form of the written composition in Grade VII should be perfected. Only neat writing, perfect spelling, and correct grammatical construction should be accepted. Imperfect work must be rewritten. The pupil should now be using complex and even compound sentences correctly. Teach the simple uses of the comma required: (1) in series, (2) after introductory clauses, (3) before and after explanatory clauses.

E. Standards for Class Criticism.

General.

1. Is your topic interesting? Limited?
2. Have you included facts not pertinent?
3. Are your facts strictly correct?
4. Are they arranged in good order?
5. Is every word used in its true sense?

Oral.

1. Did you speak to the audience?
2. Did they seem to enjoy listening? If not, why not?

Written.

1. Is every form in the composition correct?
2. Is every word grammatically used?
3. Is every word correctly spelled?

F. Minimum of Work Required for Grade VII.

Pupils must be able to—

1. Arrange a group of ideas in order of their importance.
2. Point out at least one fault in an obviously poor beginning or concluding sentence.
3. Use in sentences showing their exact meaning 20 words out of a list of 40 suitable.
4. Use habitually in speech the correct phrases corresponding to those listed in D as common errors.

5. Use in writing correctly and with correct spelling all the words of the Grade VII list as well as those of preceding grades.
6. Write a correct business letter.
7. Write a composition in three paragraphs without errors of form and showing some principle of order in the arrangement of the ideas.
8. Make a plan for a 3-paragraph composition, story, or article.

G. Sample Composition.

The following are samples of actual compositions written by pupils in Grade VII and should probably be graded from 60 to 75 per cent. These compositions *are in no sense models*, but merely samples of work to give the teacher a suggestion as to a reasonable standard for the grade.

1. After Oral Preparation.

How to Make a Skating Rink.

One of the greatest pleasures of the winter season is skating. This suggests the question how to make a skating rink.

When making the rink it should be about one hundred feet square. There should be a plank fence around the rink, the planks being one inch thick to shelter it, and keep the people off it. Before the rink is flooded the sides should be banked up to keep the water from running away while flooding it.

The rink should be kept in order for skating. When the rink is being flooded the first time the water should be left running until it is a foot deep on the ground. Then it should be left to freeze until it is frozen solid. After the water is frozen solid it should be flooded again, the water being about two inches deep. When this is frozen the people are allowed to skate on it. Every night after there is skating on the rink, it should be flooded and no one should be allowed to skate on it until the next night.

If all these rules are followed, a good skating rink should be had.

2. Original (child aged 13):

A Jolly Skating Party.

At last morning came and after a hurried breakfast we prepared our lunch, walked the short distance to the river, to start for our picnic, on skates. When we came to the river, precise little Mary, who would not do anything wrong for the world, sat down on the cake and smashed it to atoms. Whereupon big fat Sally declared she wasn't going to every trust the lunch to Mary again.

Then we had lunch. There were apple dumplings, cream muffins, pitted dates, cabbage salad, numerous kinds of candy, and all kinds of cake and cookies. Sally even had to acknowledge that she had had quite a satisfactory lunch. We demolished everything.

The boys proposed skating up the river for two miles, where there was a cave in which we could have a jolly time. So we started out. We had not gone far when three masked men jumped out from behind a clump of bushes and scaring us very much chased us up the river. We now gave ourselves up for lost and the men overtaking us led us to the cave. When we reached the cave the men took off their masks and much to our surprise we found them to be very good friends of ours. Then we had a merry laugh about it. We decided to have another skating party during the winter and we also decided to invite the boys, who had given us such a never to be forgotten adventure.

GRADE VIII.

Aims.

1. To give the pupil practice in gathering quickly and accurately the substance of what he reads or hears.
2. To give him practice in arranging the words used to give the most pleasing sound.
3. To give practice in writing compositions, three to six paragraphs in length.

A. Thought Work.

The great business of this year is to teach the pupil to study for himself—to give him practice in reading or listening, and mentally noting the important points in logical order as presented. Like all the other points suggested in thought training, it is largely a matter of practice and may easily become a habit. No habit he carries with him from the public school will be of greater value.

Suggested Exercises.

1. Give, in order, the important incidents of the story read or heard.
2. Give a synopsis of a short paragraph summarizing the facts learned in History, Geography, Elementary Science, Arithmetic, Literature.
3. Make a summary (in heads and sub-heads) of articles read or talk heard.
4. Explain a phenomenon in Elementary Science or Agriculture.
5. Give an opinion, with a reason for it.
6. Give in a short paragraph the substance of an author's thought.

B. The Longer Composition.

Perhaps once a month pupils should write stories or articles from three to six paragraphs in length. This work should be a monthly test of the pupil's ability to choose an interesting and suitably limited topic; collect and select his ideas; arrange his sentences in the paragraph, his paragraphs in the article in logical

order; and express his thoughts in simple, accurate, and correctly used words. Beyond suggesting sources of material, the teacher should not help with the work, but should give a careful personal criticism to each pupil, if possible on each piece of work. Once the simple forms are mastered there is but one way to improve in speaking and writing. The student must read much, practise speaking and writing daily, and receive regular personal criticism.

C. Continue.

(1) Vocabulary Work.

Pupils who have had vocabulary training suggested above will be interested in words. In this grade it is worth while to spend time interesting them in using words in exactly the right sense. Show them how beautiful a perfectly chosen word may be. Let them feel the pleasure of finding just the right word for the place. Emphasize the practical value of saying exactly what they mean. Teach them to despise exaggeration, repetition, redundancy, slang, colloquialisms, and incorrect grammatical forms as marks of the uneducated. Establish a literary conscience.

Teach prefixes: *anti, contra, de, ex, inter, male, per, post, super.*

Suffixes: *ate, ery(ry), ess, et, ion, ive, or, sel, able, ure, ant(ent).*

(2) Sentence Practice.

Unless pupils use the sentence perfectly, continue to give oral and written exercises which focus the attention upon the single sentence: the thought it contains, its form, completeness, word arrangement.

(3) Paragraph Practice.

Stick to the five or six sentence paragraph composition for regular oral and written practice. Study the arrangement of the sentences in a paragraph. Teach pupils that a good paragraph, like a good story, has a climax. The sentences should lead up to, and then down from the climax. Fixing the climax in the paragraph is a great help to good sentence arrangement. Explain the importance of a brisk, interesting opening sentence and a definite conclusion. Teach and drill these points by frequent study of models. Specialize this year in an interest-getting beginning, a marked climax, and a satisfactory conclusion. Continue careful and frequent practice in the writing of business and friendly letters.

(4) Letter-writing.

Pupils in Grade VIII should write short business letters without any mistakes of form. In friendly letters, emphasize the importance of having some definite, interesting thing to tell. Tell it as entertainingly as possible. Practise writing short informal notes of invitation, thanks, apology, regret.

D. Mechanics.

Oral Composition (about one-third of Composition time).

Continue oral preparation for at least half the written work. Require short speeches, synopses, and reports to be made upon various lessons after only mental preparation. Teach simplest rules of debate. Assign easy resolutions and hold open debates, in which every member of class takes part. By constant practice and daily sympathetic criticism, try to remove from the pupil's "speech to the group" any careless habit of thought, grammatical faults, distracting mannerism still persisting. Try to send the pupil out of the public school able to speak his mind frankly, clearly, and briefly. No pupil is ready to leave the public school who uses—

Ain't
I done
I seen
He 'don't
John he

I did it good.
He won't have none
Me and him
Them there is

Written Composition (about half of Composition time).

Written exercises should now be required at least half the time without oral preparation having been made. Require occasional exercises to be written after mental preparation only and without giving opportunity for revision (this as a test). Regular practice for correction of faults and acquisition of good habits should still be upon the sentence and short paragraph composition. Pupils now need also regular, say monthly, practice in the 5-paragraph or 6-paragraph story or article. Teach necessary forms. Teach pupil to make a plan for his article. Drill on forms and punctuation used in business letters. Teach use of semi-colon necessary in complex and compound sentences.

E. Standard for Self-Criticism and Class Criticism.

See Grade VII.

F. Minimum of Work for Grade VIII.

Pupils must be able to—

1. Make oral or written synopsis of short story or article read, address, sermon or story.
2. Make none of the errors in speech listed above in Grades VII and VIII.
3. Use correctly in writing and spell correctly all 100% words of the spelling course.
4. Define and use in sentences, showing their exact meaning, 25 words from a list of 50 suitable.
5. Stand upright, free of the seat and looking at the audience: speak, so that everyone in the room can hear, five correct, simple, logically connected sentences on any suitable suggested topic. (No help to be given in preparation.)
6. Write a 1-paragraph business letter without any errors in form. (Form includes Grammar.)

7. Write a simple paragraph of narrative, information, or description with no errors of form and without any serious errors of structure.

G. Sample Compositions.

The following are samples of actual compositions written by pupils in Grade VIII, and should probably be graded from 60 to 75 per cent. These compositions *are in no sense models*, but merely samples of work to give the teacher a suggestion as to a reasonable standard for the grade.

16 Maple St.,
Cadace, Alberta,
Dec. 11th, 1921.

My Dear Friend:

I have not written to you for a very long time, and as I only write to you when I want something, you must think I am very selfish, but this time it is not altogether for me, only, that I am asking, but also for you. Would you kindly come to pass the Christmas holidays with me? All my brothers and sisters will be away. Mother, too, would like you to come.

We have many good books to read and many games to play. Mother said she would play cards every night with us, so I think we will have a nice time together.

Now, my dear friend, I will close, hoping that you will answer my request.

Yours affectionately,
HARRY DONLEVY.

2. Exercise following History Lesson (child aged 13).

After the American Revolutionary War was over it left a very decided gain to Canada. Thousands of the British had to seek a new home in Canada for refusing to take up arms against their king. These people became the United Empire Loyalists, but, old neighbors and their relatives regarded them as traitors. After the war was over their land was confiscated. In the year 1783 and 1784 between forty and fifty thousand Loyalists came to Canada. Many settled in Nova Scotia a smaller number in Cape Breton. In the St. John River several thousands found a home, and created the province of New Brunswick, even as far west as Detroit they planted their homes. Many had given up influential positions as minister, judges, officials or land proprietors. Their [there] was but one occupation and that was farming. The sum of sixteen million dollars was voted to their relief. Each Loyalist was given two hundred acres of land. Farm implements, food, clothing and like necessities were supplied. At their coming New Brunswick and Upper Canada fell into being. In the war of 1812 many laid down their lives in defence for their homes and country. The Loyalists indeed have been called the real makers of Canada.

3. Original (without preparation).

My Adventure.

Dear readers do not expect anything hair-raising or yet anything meek and mild. My first adventure happened when I was five years old. I was standing on a plank that reaches over the arm of a slough. My companion was Bob Thompson the same age as myself. We were holding a very earnest [earnest] conversation on swimming. "Let's really go swimming", said he "You go first", with that he gave me a push. Splash, how dirty the water was. I stood up gasping for breath and took hold of the edge. With Bob's help I gained the top. "Now its your turn", I said and gave him a push. Dad was watching the performance [performance] from the house and hurrying down he pulled Bob out. What he did to me when he got me home was not very nice and has nothing to do with the story at all.

GRAMMAR.

It is very generally agreed that the time spent in the public schools upon the teaching of grammar has not been justified by the results. The study of grammar seems to have little effect upon the actual speech and writing of the mother-tongue. Pupils who have been faithfully taught, still use incorrect forms freely while others, without grammatical instruction, speak and write correctly.

During the primary and intermediate school years the important thing is to develop correct habits of speech, and this can most effectively be done by the careful example and constant correction of the teacher, by the reading of good literature, and the practice of oral and written composition. Moreover, the study of grammar, beyond the barest terminology, demands the use of the reason, and experience shows that intermediate grade pupils, lacking power to reason, either memorize grammatical rules and forms, or simply let their minds avoid them. For these reasons the study of grammar has been delayed till Grade VII, when the reason begins to be active, and when explanations of forms, already fixed habits of speech, may prove both interesting and useful.

"Grammar is not a body of doctrine upon correct speech, but a scientific description of the facts of language." That is to say, grammar texts and grammar teaching should be descriptive, not legislative. The English language is a living thing in process of constant change and growth. Modern English grammar is not by any means fully formulated and the teacher who teaches grammar legislatively will find himself constantly making statements about the structure of the language which are, to say the least, open to question.

Again, English is now practically uninflected and is so analytic as to be almost unique among Western languages. It is "more subtle, more supple and more serviceable" than Greek, Latin, or

German. It has evolved far beyond these tongues, and the study of English grammar can be, at least, but a lame preparation for the study of other languages so widely different in character. It seems wise, therefore, to curtail the amount of time spent upon this subject, to confine teaching to the fundamental rules of pure grammar, and to teach each point in close co-relation with composition.

The grammar lesson should be as simple, definite, and descriptive as possible. Each lesson develops naturally in six steps:

1. The collection of examples.
2. The comparison of examples.
3. The pupils draw their conclusions.
4. The teacher gives the name.
5. The pupils define the term.
6. The pupils verify (by trial) their definition.

For example, in teaching the classification of verbs, the teacher places upon the blackboard two simple sentences illustrating transitive and intransitive verbs, as—

- (1) The boy shouted.
- (2) The boy shouted my name.

The teacher, asking the pupils to compare verb (1) with verb (2) endeavors by question to help them to see that in verb (1) the action is complete; in verb (2) it passes on to the words "my name." At least six pairs of verbs should be compared in this way. The class is then ready for the conclusion: in some verbs the action is complete, in others it passes on to some object. The teacher may then give the names—intransitive and transitive, and the pupils form their own definitions as—An intransitive verb is one in which the action is complete; a transitive verb is one in which the action passes on to some object. Pupils should verify their definitions by examining many sentences from the blackboard, their readers, their literature, their own speech and writing. Numerous composition exercises should follow as drill.

The consensus of modern opinion seems to favor making the form depend entirely upon function as exemplified in the particular sentence. Thus: "shouted" is a transitive verb when it has an object expressed in the sentence, intransitive where no object is expressed.

General Aims.

1. To explain to the pupils those forms and rules of correct speech which have already been taught.
2. To acquaint the pupils with those general rules of speech and writing to which all educated people conform.
3. To enable pupils to discuss and criticize their own oral and written composition.
4. To help the pupils understand clearly the sometimes involved statements of classic verse and prose.

5. To prepare pupils for the advanced study of English and other languages.
6. To give the pupil practice in using his reason consciously.

The grammatical facts already studied in the Composition lessons are:

In Grade IV—The three kinds of sentence: statement, question, command.

Words which express one and more than one.

Words which express male and female.

In Grade V—Subject and predicate.

Nouns, pronouns, verbs.

In Grade VI—Verbs which express present, past, and future time.

Adjectives and adverbs.

Different degrees of adjectives and adverbs.

Phrases and clauses and completions of the predicate.

Prepositions and conjunctions.

In Grade VII—Use of "shall" and "will."

Active and passive constructions.

In Grade VIII—Kinds of sentence: simple, compound, and complex.

GRADE VII.

A. Study of Simple Sentence.

1. Definition.

2. Kinds: Assertive.
Interrogative.
Imperative.

3. Detailed analysis:

Subject

Enlargement of subject	{	Word
	{	Phrase

Predicate

Enlargement of predicate	{	Word
	{	Phrase

Completion of predicate	{	Object
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{	Complement
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B. The Parts of Speech.

1. The Noun: definition—A noun is a name word.

2. The Pronoun: definition—A pronoun stands instead of a noun.

Uses:—Subject of a verb.

Object of a verb or preposition.

Completion of the predicate.

The possessive use.

3. The Verb: definition—A verb tells of doing, having or being.

Uses:—Predicate of the sentence.

Teach “doing” verbs first, as they are simplest, then “having” verbs, and lastly the “being” verbs, or verbs which express existence. The idea in the latter is abstract, but ought not to present any great difficulty to Grade VII.

4. The Adjective: definition—An adjective describes a noun.

Uses:—Describes noun.

Completes the predicate.

5. The Adverb: The name and use, i.e., an adverb modifies a verb.

6. The Preposition: The name and use, i.e., it introduces a phrase, takes an object and shows relation.

7. The Conjunction: The name and use, i.e., it joins words or phrases, or clauses.

8. The Interjection: The name and use, i.e., it expresses sudden feeling.

9. The Phrase.

Definition: A group of words doing the work of one part of speech.

Teach here only adjective and adverb phrases.

C. Teach Correct Use of—

1. Prepositions: The meanings of which are often ignored and misuse results, as—

I shall divide between the three boys.

Father is not to home today.

2. Conjunction: Even “and” and “but” are occasionally interchanged, and confusion among the subordinate conjunctions is a common vulgarity, as—

I don't know as I can.

It could not have happened without someone opening the door.

3. The Possessive forms:

(1) With compound nouns.

(2) With a plural proper noun.

(3) With a compound subject or object.

(4) With double possessive.

4. The Adverb: To use the adjective instead of the corresponding adverb is a very common error, as—

He behaved bad.

Come quick!

GRADE VIII.

A. An Intensive Review of the Parts of Speech and their Functions.

B. The Compound and Complex Sentence.

1. Kinds of Sentence (according to form)—
Simple.
Compound.
Complex.
2. The Clause: definition—
Kinds: Principal Noun
 Subordinate Adjective
 Adverb
3. Clausal Analysis (of reasonably complex sentences):
Identify clause.
Indicate its relation and thereby classify it.
4. Detailed Analysis (for review):
Simple sentences and clauses.

C. Parts of Speech: Classification and Inflection.

1. The Noun Proper Gender
 Common Number
2. The Pronoun Personal Gender:—masculine,
 Non-personal feminine, neuter.
 Number—singular,
 plural.
 Case—Nominative
 Objective
 Possessive.
3. The Verb (including the verb phrase):
Transitive Agreement
Intransitive Tense—present, past, future.
 Voice.
4. The Adjective. Teach use of *er* and *est* with monosyllables,
 more and *most* with polysyllables and uses
 of irregular words as: good, much, etc.
5. The Adverb. Teach formation of adverbs from adjectives,
 and following kinds—time, place, manner,
 degree.

D. Teach Correct Use of—

1. The Pronoun subject of a verb.
It is in the nominative case.
2. The Pronoun object of verb or preposition.
It is in the objective case.

3. The Auxiliaries.

"May" indicates permission, possibility, wish.

"Can" indicates ability.

"Shall" indicates futurity in first person.

"Will" indicates futurity in second and third person.

"Will" indicates promise, threat, resolve, in first person.

"Shall" indicates promise, threat, resolve, in second and third person.

"Should" and "would" follow same rules as "shall" and "will."

"Ought" is a finite verb and must never be used with "have" or "had" to form a compound tense.

Spelling

INTRODUCTORY.

The Problem of Spelling.

The task of the school in teaching Spelling is not so much the teaching of all the words the child will ever use as it is the development of the ideal of not making mistakes in Spelling. Society looks upon ability to spell correctly as one mark at least of an educated person. Amongst business and professional people nothing so immediately discounts the chances of an applicant as the misspelling of words in common use. The school must take note of this feeling on the part of society in general and respect it. It will never be able to teach the child to spell all the words he will need to use in even a very limited sphere of activity, but if it can establish in his mind the set purpose of not disgracing himself in the eyes of society by making errors in spelling, he will pretty much take charge of his own learning and mistakes in spelling will disappear.

The average text-book in spelling attempts to present every word which the child will ever need. Most courses of study aim at the same thing, whether a text-book is used or not. Recent investigations would go to show that while perhaps 1,500 common words would represent 90% of all written English, yet every individual who has reached the higher grades has a command of from twenty to twenty-five thousand words. A relatively small fraction of these are active in oral or written composition. The great majority of them are passive, in varying degrees understood, but seldom or never used. A careful examination of the work of good teachers of spelling makes it clear that on an average not more than four hundred words can be taught successfully in a year. Thus the total number of words which the elementary school could hope to teach would be in the neighborhood of 3,200. This number is of course far short of the total which the child will actually use. It is evident, therefore, that the child must learn incidentally, and without direct teaching, a far larger number than the school can hope to teach him.

Assuming the facts to be as stated above the solution of the problem becomes clear. The school must give the child perfect control over the spelling of those common and much-used words of the language, and must develop in the child such an ideal of exact spelling as will induce him to take charge of his own spelling from that point on, for all other words which he may need.

The Aims in This Course.

(1) To give the child practically perfect control over the spelling of a small number of common words which are used over and over again by all persons who write.

(2) To develop in each child a spelling conscience, i.e., to have him realize the attitude of society towards incorrect spelling, so that the slightest doubt in regard to the correct spelling of a word will immediately send the child to the dictionary or other authority for the correct spelling.

(3) To give a reasonable command over the spelling of such other common words as find their way into the child's written work; this will include, of course, written tests in other subjects of the curriculum as well as formal composition.

(4) To present a course which shall be definite, reasonable, practical, and sufficiently flexible to be readily adjustable to the needs of special groups of children. Definite, in that word lists of the types described in (1) and (3) above will be actually included in the text; reasonable in that the lists will be restricted to the known capacities of children; practical, in that the words to be included in these lists shall be those on which investigators are agreed as being the commonest in the English language; flexible, in that children who have mastered the grade lists may proceed independently with the building up of their own incidental lists from their general reading.

(5) To develop the dictionary habit.

Time.

The time allotted is twenty minutes per day, for five days per week. Do not exceed this limit, except under special circumstances. It is expected that special adjustments will be made when needed. Able children may be excused from drill work, or if they have mastered the work of a week or a month, from the regular class altogether. No one, however, should be excused from reviews and final tests. Should extra time be required for children who have special difficulty, it should be taken for limited periods from other subjects in the English group.

CONTENT OF THE COURSE

The organization and content of the course in spelling are determined in accordance with the principles outlined above. The course contains:

1. Primary lists of words which every pupil in the grades will be expected to know perfectly, allowance being made for occasional "lapses" in writing.
2. Secondary lists of words for each grade.
3. Outlines of certain games and plays useful in teaching spelling in the primary grades.
4. Sample tests, column and sentence.
5. Lessons on the use of the dictionary.

CONSTRUCTION OF COURSE

The determination of the words to be taught and the allocation of these words to the proper grade lists have been determined by a scientific investigation conducted by Professor MacPhee of the University of Alberta.

The steps followed in this investigation were, briefly, as follows:

1. It was decided to place in the minimum word lists those words which occur most frequently, and in the supplementary lists words which, though of approximately the same difficulty, are somewhat less frequently used. The frequency-of-use of words was taken from Thorndike's *Teachers' Word Book*, in which are listed 10,000 commonest words in such material as children's literature, elementary school text-books, the Bible, English classics, and daily newspapers.

MacPhee compiled a list of words, including the majority of those found in the first twenty-five hundred of the Thorndike list, and four hundred additional words, which with few exceptions are found in the second twenty-five hundred of the Thorndike list.

2. The relative difficulty of these words was determined by a province-wide survey in which about thirty thousand pupils were examined. Each word was spelled by four grades, and the relative difficulty determined. The words were then allocated to grades on the basis of difficulty, the easiest being placed in Grade II, the hardest in Grade VIII.
3. A decision as to the number of words to be allotted to each grade was made on the basis of answers to a questionnaire.

Briefly, then, the minimum word lists include only words found, by actual count, to be among the twenty-five hundred words in commonest use, and are so constructed that the words are of increasing difficulty from grade to grade; the supplementary lists are of equal difficulty to those in the prescribed lists, but are less frequently used.

It is intended that a second supplementary list should be compiled by the teacher and class. This will consist of words which occur in the subjects of the public school course, and which are found to be of especial difficulty.

Difficulty of Words.

In order to indicate to teachers the relative difficulty of the words in any grade list numerical values are placed alongside the printed lists. All of the words below one number and above another are of approximately equal difficulty. The numbers are directly comparable, a word of difficulty 2 being twice as hard as a word of difficulty 1. It is intended that the words be taught in the order indicated in the course, thus placing the harder words later in the school year.

Suggestions as to the Teaching of Spelling.

1. Methods used by successful teachers in presenting new words—

(A) The plan suggested in the Horace Mann Course of Study:

- (i) Write one of the words on the blackboard and teach it in accordance with the following plan. Then write the next word, teaching it in the same way. Continue in this way throughout the list.
 - (a) The teacher should write the word on the board, pronouncing it distinctly.
 - (b) Develop the meaning orally either by calling for a sentence using the word or by giving its definition.
 - (c) Call on pupils to spell orally by syllables. Have them tell what part of the word presents difficulty, or whether the word contains parts they already know.
 - (d) Have pupils write the word, pronouncing it softly as they write.
 - (e) Allow the class a moment in which to look at the word again, and then have them close their eyes and try to visualize it, or use any other device of a similar nature. Have considerable repetition, both oral and written.
 - (ii) After the various words of the day's lesson have been studied in this way, allow a few moments for studying again the whole list, suggesting that each pupil emphasize the words he thinks most difficult. This time should be limited, so that every pupil will attend vigorously and intensively. Call upon pupils individually to spell the whole list, or any part of it, without looking at the board. Refer them to the board again when they hesitate.
 - (iii) Erase all words from the blackboard and dictate to the class, using each word in a sentence first, then pronouncing it distinctly alone. This method persistently followed, will result not only in better spelling, but in improved methods of attention, better pronunciation and articulation, stronger image-making power, and a greater power over words. Fix the steps of the method in mind by going over them every day, neglecting none, but varying them occasionally. The results will justify such earnest work.
- (B) Dr. Horn suggests that the following method of study be taught each pupil:
- (a) The first step in learning to spell a word is to pronounce it correctly. If you do not know how to pronounce a word, look up the pronunciation in the dictionary. When you are certain that you know how the word is pronounced, pronounce it, enunciating each syllable distinctly and looking closely at each syllable as you say it.

- (b) Close your eyes and try to recall how the word looks, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word be sure to enunciate the syllables carefully.
- (c) Open your eyes to make sure that you are able to recall the correct spelling.
- (d) Look at the word again, enunciating the syllables distinctly.
- (e) Recall again, with closed eyes, how the word looked.
- (f) Check again with the correct form. This recall, as in (b) and (e), should be repeated at least three times, and oftener if you have difficulty in recalling the correct form of the word.
- (g) When you feel sure that you have learned the word, write it without looking at the book, and then check with the correct form.
- (h) Repeat this two or more times, without looking either at the book or at your previous attempts.
- (i) If you miss the word on either of these trials, you should copy it in your spelling note-book, since it probably is especially difficult for you.

(C) Method suggested by Dr. Woody:

- (a) First test the entire class with written spelling on each new lesson. Excuse those children who have perfect scores in the test from this day's teaching exercises.
- (b) Do not excuse children from the monthly test.
- (c) Write each word to be taught in a given lesson on the board, or present it on a card. Not more than one word should be before the child at a time.
- (d) The teacher should pronounce the word, enunciating the syllables clearly. Different individual pupils should pronounce the word.
- (e) Have the pupils examine the word for difficult or familiar parts. Apply any spelling rule previously taught.
- (f) Discuss the meaning of the word, and have various pupils use it in sentences.
- (g) Have pupils look at the word and close their eyes and try to recall how the word looks, pronouncing the syllables in a whisper.
- (h) Let them open their eyes and check with the correct form on the board (recall). Ask "How many had the correct spelling?"

2. There should be conscious effort on the part of the teacher to have the child develop for himself the best way for him to study.

3. The ideal of "Not any mistakes in spelling" may be developed by special devices, such as the "Never again" list:—

(a) In this device the poor spellers make a list of from five to ten words found specially difficult by them. They then drill on these, and write the words in the list each day for a week, keeping a record of the scores each day. A classmate will readily be found who will think it fun to do the testing and keep the score. By the end of the week it will be found that most of the poor spellers will have mastered the entire list. The next week a new list should be prepared.

(b) Pupils should form the habit of looking over all written work to discover spelling errors. Where the slightest doubt occurs, they should consult the dictionary or some one who knows, before handing in the piece of composition.

(c) Guessing should never be tolerated.

4. The teacher should always be on the alert for methods which mean the expenditure of least time and effort on the part of both teacher and pupils.

5. Methods should be used which will increase the children's general intelligence and power, and such as will develop initiative, judgment, character, and ideals.

6. Words should be presented in such a way as to appeal to as many senses as possible.

7. Be sure that (a) the children understand the meaning of the words, i.e., that they are able to use the words correctly in sentences, (b) that they are able to write the words legibly, (c) that opportunities are provided for the use of these words in the regular composition work of the class, (d) that a list is kept by each child of the words he has not actually mastered.

8. Rigid drill on the primary list, frequent reviews and tests, month after month and term after term, will be needed to fix the ideal of perfect spelling in the minds of the children. The rest of the teacher's work is to help the children to discover and learn such other words as they realize themselves that they need. The teacher is to be a friendly and wise adviser to children who are whole-heartedly working of themselves to improve this ability.

9. Teach no word from the secondary list until satisfied that the children know its meaning, and that they do not know how to spell it.

10. Encourage each child to mark the words which are particularly difficult for him.

11. A considerable number of the words assigned to a grade will be already known to the majority of the class, so it is obviously a waste of time and effort to drill upon all words alike. The first task of the teacher will be to find what words the class already knows, and then fix his attention on those requiring special drill. Much of the time thus saved can be put on the words in the supplementary lists.

MEASUREMENT

In view of the fact that the words allotted to each grade show a considerable range in difficulty several methods of measurement are possible. Two procedures are followed in the tests provided in the course.

1. The minimum word lists are to be learned thoroughly in each grade, and the fact that a word is more difficult simply means that additional time must be spent in drill on that word. Once it has been taught, a pupil might reasonably be given no more credit for spelling it than for spelling a word of half that difficulty. Under these circumstances, the teacher may construct a test by taking any words in the course for testing. It is suggested, however, that the principle to be followed in the selection should be every n th word, e.g., every fifth word, or every seventh word, or every tenth word, depending upon the number of words the teacher desires to use for the test. This method is referred to hereafter as: Method I, Uniform Word Values.
2. In comparing class with class, grade with grade, or school with school, it is desirable to weight the words according to their difficulty. The test could then be constructed by taking for example the third word from each step in the course and the pupil be credited with 1.0 marks if he spells the word from that step, 1.3 marks if he spells the word from the next step, and so on. A sufficient number of words could be chosen to bring the total marks to 25 or 50 and the answers then be expressed as percentages. In this way allowance could be made for different rates of progress through the course in different school systems, and at the same time the percentage of accuracy determined. This method is referred to hereafter as Method II, Weighted Word Values.

In case it is desired to test the pupils on the words in the supplementary lists, the relative difficulty of these words is likewise indicated.

It should be emphasized that pupils make five to ten per cent. higher scores when spelling words in columns than when spelling the same words in composition. No test of spelling ability is complete which does not measure the spelling of words in sentences.

Tests.

In view of the suggestions offered above it is not necessary to construct term and final column tests for all the grades. A few samples are distributed throughout the course. The sentence spelling tests are to be constructed and standardized in the near future.

It should be emphasized that tests printed in the course of study are only samples desired more to show how scientific testing can be carried out than to indicate a specific list of words for examination purposes. There is no reason for any teacher being confined to the samples given.

The same principle applies to the dictation exercises. The sentences given are samples of scores of sentences which will occur to the teacher. The method of construction is simple.

1. Select from the lists a group of words which can be put together to form a sentence.
2. Be sure that the connecting words are words which are well known to the pupils in the grade; it is preferable that the connecting words should have been taught in an earlier grade.

REMARKS

Suffixes and Prefixes.

No work in prefixes and suffixes has been included in this course. This material will be found in the course in Language and Composition.

Standard English Spellings Used.

In every case the course favors the standard spelling as given in modern dictionaries. In some words such as *traveller*, *wagon*, *to-morrow*, *centre*, *honor*, *cheque*, etc., two spellings are given by the dictionary as correct. The more common of these has been included in the course. Teachers are urged to familiarize themselves with all such cases and call the attention of the pupils to the variant spellings.

Spelling in Rural Schools.

The committee recognizes that there is little time on the rural school programme for the formal teaching of spelling. In such cases the attention of the children should be directed to the words of greatest difficulty, and they should be taught the most economical methods of independent study. The plans outlined on pages 94 and 95 are worthy of attention, though it is important that each child should develop the method best suited to himself. It is usual to group the school into three or four divisions for class work in spelling. Where this is done the primary lists should be mastered without reference to the supplementary words.

THE COURSE OF SPELLING BY GRADES

Children of any grade should be able by the end of the year to write perfectly all the words in their own grade lists or in the lists of any lower grade.

GRADE II.

Although pupils of Grade I are not required to learn to write words, it has been established by the survey that a considerable number of words are well known to pupils of Grade II on entrance to that grade. These words are steps 1 and 2, difficulties 1.0 and 1.3 of the Grade II list. Teachers should find out which of these words are known to all or almost all of the pupils on entrance

to the grade, and should not take class time for such words. Words should be selected from the lists, however, for both term and final tests.

First Term. (Number of Words in the Course=165.)

1.0. and	gold	food	call
as	good	get	dear
at	had	her	doll
be	hand	hill	drop
cap	he	how	ear
cold	home	if	fill
fast	in	into	from
fat	land	it's	gave
feet	lost	let	girl
glad	man	life	got
go	me	little	green
has	men	may	hard
him	nest	my	hat
his	nine	of	have
I	old	or	head
is	plant	plant	how
it	red	ride	lay
last	run	send	like
on	see	sent	line
one	sing	side	made
sat	six	soft	more
she	stand	so	most
sit	sun	stone	mother
the	that	ten	much
top	this	then	name
	to-day	they	play
1.3. am	us	time	read
an	wind	up	rest
apple		was	sick
bad	1.4. after	well	sister
band	are	went	table
bed	ball	win	tell
best	book	with	tie
big	box	your	them
boy	came		three
but	deep	1.5. all	try
can	did	aim	we
come	do	bag	will
day	dress	begin	wood
door	egg	bell	you
eat	fall	body	
end	far	bring	
five	first	by	

GRADE II.

Second Term. (Number of Words in the Course=180.)

1.3. baby	for	five	mark
band	give	found	never
class	grow	fresh	road
cloth	happy	game	said
cup	hold	hair	say
dog	hour	help	show
feet	letter	himself	silver
flat	long	house	some
lad	look	off	very
lip	love	only	young
sand	make	part	1.85. also
	milk	pay	bread
1.4. ago	mine	sea	brought
alive	new	shall	case
asleep	next	street	city
bag	night	tale	clear
bill	open	take	fair
cost	our	thank	fear
cow	out	two	front
outside	rain	wall	half
ring	rock	water	high
ship	round	white	keep
shut	save	winter	nice
west	story	who	near
	than	1.8. any	roll
1.5. art	thing	back	saw
bee	to	before	want
car	took	begin	were
fish	way	blow	1.9. better
horn	wet	brother	burn
eight		buy	could
met	1.7. alone	carry	done
snow	away	dark	large
thin	bank	each	paper
wing	been	every	these
	being	father	what
1.6. air	bird	full	would
ash	black	garden	write
bear	both	God	
blue	care	ground	2.0. cross
child	dead	hear	death
down	drive	held	draw
drink	east	here	lie
find	ever	horse	own
fly	eye	kind	ready
foot	face	late	

Word Families.

at	be	bet	an
bat	he	get	can
cat	me	let	fan
fat	see	met	man
hat	she	net	pan
mat	the	pet	plan
pat	three	set	ran
rat	tree	wet	tan
sat	we	yet	old
that	day	in	bold
bell	gay	chin	cold
fell	hay	pin	fold
sell	lay	skin	gold
shell	may	spin	hold
smell	pay	thin	sold
spell	play	tin	told
tell	say	win	it
well	best	den	bit
all	nest	hen	fit
ball	pest	men	hit
call	rest	pen	pit
fall	test	ten	sit
hall	vest	then	wit
small	west	when	bun
wall	and	cot	fun
bad	band	got	gun
glad	hand	hot	nun
had	land	lot	run
lad	sand	not	sun
mad	stand	pot	
sad			

SAMPLE TESTS

Method I. (Uniform Word Values.)

It may be decided to use 33 words in the test. This is probably as large a number of words as should be used in a Grade II test. To construct the test, take every fifth word, as follows:

First Term

cap	land	little	have
glad	nest	plant	line
I	run	soft	much
one	sun	they	sick
top	wind	went	them
band	box	aim	wood
but	dress	bring	
eat	food	drop	
had	if	girl	

To determine the mark obtained by any pupil count up the number of correctly spelled words. As there are thirty-three words in the test, all that is needed to convert this number into a percentage is to multiply it by three. If there were twenty-five words in the test, the multiplier would be four, and so on.

Method II. (Weighted Word Values.)

Add together the word values of the lists from which you are to select your words. Thus in the second term, Grade II, the values are 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.85, 1.9, 2.0. The sum of these is 15. If one word were taken from each step the total possible number of marks would be 15, and this would be the 100%. A pupil who got all the words correct except that from the last step would make 13/15 of 100, or 87%.

If two words were taken from each list the possible number of marks, or 100% would be 30. If then the sum of the values of the words spelled correctly by any pupil is 21, the mark obtained by that pupil could be expressed in terms of percentage as 21/30 of 100 or 70%. If care is taken a more convenient total can be obtained, e.g., 25, 33.4, or 50.

In the sample list which follows enough words are selected to give as the total possible number of marks, 33.4. To express the score of any pupil in percentages it is necessary merely to multiply the final score by 3.

Second Term.

1.3. baby	1.6. air.	1.7. found	1.9. better
1.3. sand	1.6. grow	1.7. who	1.9. write
1.4. ago.	1.6. wet	1.8. any	2.0. cross
1.4. west	1.7. alone.	1.8. young	2.0. ready
1.5. art		1.85. also	33.4=100%
1.5. wing.		1.85. were	

To obtain the pupil's score multiply the sum of the values of the words spelled correctly by 3. Suppose that pupil X misspells the words "better" and "wing." Score out these two words. The sum of the remaining values is 32. Multiply this by 3. Mark is 96%.

GRADE III.

First Term. (Number of Words in the Course=125.)

1.3. brown	cut	list	wise
bit	dance	master	
brook	dream	now	1.4. about
branch	former	sport	along
brave	gate	shine	bless
bright	going	stop	bone
cloud	gather	understand	born
cool	king	wide	beside

First Term Test.—(*Continued*)

boat	sail	rich	just
beast	wild	strong	low
cake		short	lake
corn	1.5. around	stones	May
clear	began	spring	mile
dust	behind	sun	meet
forget	class	sleep	meat
farm	clock	storm	mouth
grant	cannot	spend	over
hang	coal		poor
moon	die	1.6. among	power
must	form	anything	pull
pure	few	act	rose
sheep	free	another	river
star	grave	almost	strong
song	hunt	belong	something
sick	line	clothing	south
spot	market	fire	still
stood	noon	garden	seed
sent	note	grew	there
son	north	God	work
same	put	hide	wash
step	pure	hole	week
ship	rush	heat	yellow

GRADE III.

Second Term. (Number of Words in the Course=172.)

1.7. afternoon	laugh	till	peck
age	law	think	place
across	lady	upon	row
break	light	when	should
children	March		stones
church	Mr.	1.8. Alberta	suit
cause	morning	built	stood
certain	mouth	bind	train
don't	need	because	third
date	nothing	clean	under
dinner	nose	corner	walk
even	once	cover	wish
easy	pound	field	wipe
grass	page	feel	yard
grain	pass	floor	yet
glass	right	gray	year
hundred	reach	herself	
hope	stay	lake	1.85. animal
knee	smile	miss	above
kill	store	neck	again
know	teacher	other	bottom

Second Term—Continued.

busy	without	throw	where
color	why	thought	which
can't	where	their	
close	warm	use	2.0. course
chain	world	while	careful
else	word	watch	cried
early	yesterday		double
heard		1.95. breakfast	enough
heavy	1.9. afraid	bridge	friend
happen	country	build	iron
leave	company	Christmas	learn
money	daughter	clothes	mountain
pretty	either	circle	plain
pair	move	doctor	piece
quick	Mrs.	does	remember
room	might	fruit	sure
shoes	people	family	through
sold	point	knew	tired
small	picture	listen	quite
talk	quiet	many	voice
truth	sometime	noise	wear
too	soon	often	
tail	since	uncle	
turn	teach	until	

Word Families.

drop	brain	shook	bought
hop	chain	took	brought
mop	drain		fought
shop	gain	bleed	ought
stop	grain	deed	sought
top	lain	feed	thought
	rain	heed	
close	slain	need	ail
hose	Spain	reed	bail
nose	sprain	seed	fail
pose	stain	speed	hail
rose	strain	weed	jail
those	main		mail
	pain	blade	nail
bread	plain	fade	pail
dead	train	grade	rail
head	vain	made	sail
lead		shade	snail
read	book	spade	tail
spread	brook	trade	
thread	cook	wade	bound
tread	hook		found

Word Families—(Continued)

ground	might	frown	weep
mound	night	gown	
pound	right	town	beet
round	sight		feet
sound	slight	bring	fleet
air	tight	cling	greet
chair	bow	fling	meet
fair	brow	king	sheet
hair	cow	ring	sleet
pair	how	sing	street
stair	now	sting	sweet
about	plow	string	
out	blow	swing	caw
pout	grow	thing	claw
scout	low	wing	draw
shout	row		gnaw
spout	show	creep	jaw
trout	slow	deep	law
stout	snow	keep	paw
bright	brown	peep	raw
fight	crown	sheep	saw
flight	down	sleep	straw
light	drown	steep	thaw
		sweep	

Suggested Dictation Exercises for Grade III.

1. I will get some meat in the market this morning.
2. A hundred children were in the garden yesterday.
3. The sheep get pure cool water in the brook.
4. His brother went away alone.
Words similar in sound.
1. Buy a pound of meat at the store.
He will meet his daughter at the corner.
2. He is the son of a rich man.
The bright sun makes us draw the blind.

SAMPLE TEST

First Term Test.

Method I. (Uniform Word Values.)

Take every *n*th word, in this case every fifth word:

brave	grant	noon	meat
dance	sheep	rush	pull
gather	stood	spring	south
sport	ship	among	wash
wise	began	belong	
born	cannot	God	
corn	free	low	

Total number of words in test=25.

To convert a score into a percentage multiply the number of words spelled correctly by 4.

Second Term Test.

Method II. (Weighted Word Values.)

Sum of values of steps from which words are to be selected:

$$1.7 + 1.8 + 1.85 + 1.9 + 1.95 + 2.0 = 11.2.$$

Values of words to be used in test (some multiple of 11.2 and divisor of 100 preferred) 33.3.

As the sum of the values obtained if one word were taken from each step is 11.2, the desired total 33.3 can be obtained approximately by taking three words from each step, e.g., the fifth, tenth and fifteenth words. Of course which words are actually selected is a matter of no importance, as long as some uniform principle is followed in each instance. Let us select for this sample those indicated above.

1.7. children	1.8. neck	1.9. point	2.0. enough
1.7. date	1.85. busy	1.9. since	2.0. plain
1.7. grain	1.85. else	1.95. clothes	2.0. tired
1.8. clean	1.85. leave	1.95. family	
1.8. floor	1.9. either	1.95. often	

Score out the words and values of misspelled words. Find the sum of the values of the words correctly spelled, and to convert into percentages multiply this sum by 3.

GRADE IV.

First Term. (Number of Words in the Course=140.)

1.3. able	frost	self	clear
April	goat	set	deed
bake	grand	spot	earth
become	grew	start	enter
behold	harm	summer	feast
bone	harvest	tent	finger
breast	heat	tracked	finish
brook	hour	trim	flow
cannot	inch	trip	grant
charm	joy	twenty	hate
crop	lock		heel
dash	melt	1.4. amount	kindly
drive	plan	bound	lamb
few	print	brick	lean
flash	rent	butter	lift
fresh	roof	chair	maid

First Term—(Continued)

mean	sound	deal	past
mind	state	evening	pile
moment	such	expect	plate
number	town	fellow	report
office	tree	fold	rod
pipe	trust	fourth	roots
pole	wake	forward	seat
post	weep	frame	sheet
price	wolf	fur	stood
prince	wool	greet	supper
rather		invite	those
remove	1.5. always	leader	thus
rise	angry	mail	twelve
safe	army	meal	window
serve	awake	mount	wine
sharp	basket	nail	wit
shed	beat	news	won
shot	blind	noble	wonder
slip	bow	pack	
smoke	Canada	paint	

GRADE IV.

Second Term. Number of Words in the Course=165.)

1.6. against	rule	castle	salt
beam	second	charge	says
beast	seek	chase	season
between	soil	chose	seek
board	study	colored	shake
brass	tale	copy	simple
check	thick	darkness	size
danger	thousand	drawn	suit
drew	thy	goose	thus
front	together	grown	touch
grape	tool	health	tribe
great	tribe	heel	wipe
law	true	history	won
lead	weak	husband	worth
leap	week	island	wrong
leather	weep	laugh	visit
matter	western	led	
plate	wheat	less	1.8. cattle
please	wit	oak	choose
push	wonderful	press	crowd
queen	1.7. between	pride	curl
ready	bigger	railroad	dollar
right	building	rank	haste

Second Term—(Continued)

heart	brass	woman	attend
honest	breath	1.9. account	centre
hoping	expect	babies	equal
join	guess	bowl	guard
kept	knock	chief	laid
middle	learned	gain	lovingly
notice	main	gathered	machine
nurse	narrow	heavy	meant
prove	native	knives	neither
remain	odd	knot	pleasant
roar	peace	labor	scatter
shell	present	parent	station
speak	raise	pour	suppose
taste	reason	several	tongue
travel	rough	though	upper
trouble	sew	trunk	written
1.85. afterward	soldier	wait	
beauty	to-morrow	1.95. actress	
boiled	waste	allow	

Suggested Dictation Exercise for Grade IV.

1. The number of men in my office was twelve.
2. He tracked the wolf, shot it, and sold its fur.
3. I cannot invite you to visit the castle.
4. It is pleasant at present in Western Canada.

Old Rhyme.

Thirty days have September,
April, June and November.
All the rest have thirty-one,
Excepting February alone,
Which has just four and twenty-four
Till leap year gives it one day more.

SAMPLE TEST.

Second Term.

Method II. (Weighted Word Values.)

Sum of values of steps from which words are to be selected:

$$1.6 + 1.7 + 1.8 + 1.85 + 1.9 + 1.95 = 10.8.$$

Value of words to be used in the test (some multiple of 10.8 and divisor of 100 preferred) 50.

As the sum of the values obtained if one word were taken from each step is 10.8, the desired total, 50, can be obtained by taking five words from each of the first four steps, and four from the other two steps. We may select as our words every third word in each step until we have secured a sufficient number of words for our purposes.

1.6. beast	1.7. copy	1.8. prove	1.9. gathered
1.6. brass	1.7. goose	1.85. boiled	1.9. knot
1.6. drew	1.7. heel	1.85. expect	1.9. pour
1.6. great	1.8. crowd	1.85. learned	1.95. attend
1.6. lead	1.8. haste	1.85. native	1.95. guard
1.7. building	1.8. hoping	1.85. present	1.95. machine
1.7. chase	1.8. middle	1.9. bowl	1.95. pleasant

Total possible value of words=50 points.

To convert into a percentage score, add together the values of the words correctly spelled, and multiply this sum by 2.

GRADE V.

First Term. (Number of Words in the Course=128.)

1.0. eighteen	knife	unless	exchange
nation	loud	weight	faint
recover	mass	whatever	February
shame	mercy	whistle	fetch
willing	midnight	whose	fifteen
	o'clock	worst	fifth
1.3. alarm	pain	yourself	fleet
America	perform	youth	foolish
blessing	plenty		former
bottle	port	1.4. admire	forth
boxes	prayer	answer	gentle
business	proud	beneath	globe
camping	real	blaze	grace
cook	reply	blooming	grave
cross	seven	boast	hail
crown	seventy	broad	hurry
degree	shape	broken	improve
delay	slave	button	lack
drill	sorrow	candle	latter
earn	sort	chamber	load
fairy	spoke	cause	mighty
farther	steam	conduct	officer
fence	stocking	dare	organ
forest	student	death	product
fright	sweet	defend	province
having	tear	delight	punish
however	tender	England	rare
hung	throat	everything	render

First Term — (Continued)

restore	shout	spread	victory
retire	shower	strain	wicked
return	single	stranger	wipe
royal	sight	strike	
saddle	skin	tide	

GRADE V.

Second Term. (Number of Words in the Course=120.)

1.5.	address	merry	nature	empty
	agree	million	none	firm
	although	newspaper	obey	force
	angle	odd	permit	further
	better	ocean	pity	guest
	British	offer	praise	guide
	burst	owe	promise	huge
	choice	pasture	range	length
	clerk	prisoner	skirt	lying
	coach	power	spare	minute
	comfort	public	telephone	question
	desert	purple	towards	serve
	destroy	sailor	valley	service
	discover	scale		space
	divide	settle	1.7. beautiful	stretch
	duty	shipped	birth	title
	dwell	share	escape	weight
	eagle	strange	extend	whole
	engage	southern	figure	1.85. appear
	faith	steal	gentleman	arrive
	flesh	stock	judge	belief
	foe	sugar	loss	buried
	forbid	teacup	manner	choice
	fought	themselves	pleasure	correct
	friendly	tight	perfect	course
	frozen	thousand	servant	different
	hammer	trade	whistle	difficult
	hardly	woman	whom	fierce
	hedge	1.6. already		1.9. common
	idea	enemy	1.8. article	famous
	least	fact	border	lose
	loose	fashion	business	planned
	lovely	follow	certain	scarce
	lower	heaven	custom	seize
	maiden	level	debt	usual
	meeting	measure	distant	

Suggested Dictation Exercise for Grade V.

1. I cannot discover why seventy men were sent.

2. The Canadian business man expects a profit in return for his service.
3. Unless you promise to restore the saddle, I shall punish you.
4. This newspaper goes to eighteen thousand persons.

The Apostrophe.

1. Singular nouns show possession by adding an apostrophe and *s* ('s) thus: the queen's crown, James's coat.

Write sentences using the possessive forms of ten of the nouns in the Grade V list.

2. Plural nouns that end in *s* show possession by adding an apostrophe only, thus: the horses' heads.

Plural nouns that do not end in *s* show possession by adding the apostrophe and *s*, thus: women's hats.

Write sentences using the possessive form to illustrate both of the plural usages from the grade list.

Dictation Exercise.

If a task is once begun,
Never leave it till it's done;
Be the labor great or small,
Do it well, or not at all.

SAMPLE TEST.

First Term.

Method I. (Uniform Word Values.)

Take every *n*th word; in this case every fifth word.

willing	real	cause	render
boxes	slave	delight	saddle
crown	stocking	February	skin
fairy	throat	foolish	tide
having	whose	grace	
mass	answer	lack	
perform	broad	organ	

Total number of words in test=25.

To convert into a percentage, multiply the number of words correctly spelled by 4.

GRADE VI.

First Term. (Number of Words in the Course=93.)

1.3. afterwards	blame	engine	feature
anger	court	event	flame
angry	crush	express	glorious
assist	deliver	fare	glory

First Term *Continued.*

handle	silent	distance	taught
handsome	speech	entire	terrible
hollow	spoil	explain	trace
human	strip	faithful	union
kingdom	surface	favor	welcome
manage	tower	feeling	wound
meadow	weather	friendship	
member		herd	1.5. direct
merchant	1.4. advance	instant	general
music	advice	instead	honor
palace	apart	marble	important
poet	avenue	modern	journey
prevent	beyond	provide	natural
proper	cheerful	refuse	object
protect	coast	repair	perhaps
require	copy	repeat	soul
root	cotton	request	spirit
section	courage	sigh	
shade	create	square	
share	crew	standard	

GRADE VI.

Second Term. (Number of Words in the Course=120.)

1.5. action	unknown	regular	erect
assure	vain	speed	fever
consent	worthy	secure	farewell
declare		secret	finally
deserve	1.6. arrange	sign	generous
due	apply	strength	influence
elect	according	terror	justice
employ	balance	throne	limit
fault	capital	useful	medicine
final	consider	vessel	period
folks	companion	view	sole
giant	earnest		stir
handsome	example	1.7. attention	tailor
liberty	establish	addition	unite
lodge	except	border	
memory	hire	citizen	1.8. bosom
observe	height	command	cellar
preach	increase	complete	compass
preserve	neglect	doubt	college
ruin	oblige	decide	contain
seldom	portion	directly	describe
tax	private	diamond	difference
total	prepare	entrance	examine

Second Term— (Continued)

effect	serious	deny	1.95. arrival
familiar	style	divine	celebrate
league	traveller	happiness	cease
knowledge		patient	occur
potato	1.85. accompany	pattern	occupy
possible	accept	prefer	region
quantity	brief	really	separate
review	control	shelter	
represent			

Suggested Dictation Exercise for Grade VI.

1. He promised to deliver the box by express at five o'clock.
2. Unless the merchant protects the cotton from the weather, it will spoil.
3. The general refused to repair the palace.
4. I doubt if he can decide the question finally.

The Hundred Spelling "Demons."

From a study of words used in school composition Professor W. Franklin Jones found the following to be the most troublesome words in the English language. These words may be used for review.

ache	early	none	truly
again	easy	often	Tuesday
always	enough	once	two
among	every	piece	used
answer	February	raise	very
any	forty	read	wear
been	grammar	ready	Wednesday
beginning	guess	said	week
believe	half	says	where
blue	having	seems	whether
break	hear	separate	which
built	heard	shoes	whole
business	here	since	women
busy	hoarse	some	won't
buy	hour	straight	would
can't	instead	sugar	write
choose	just	sure	writing
color	knew	tear	wrote
coming	know	their	
cough	laid	there	
could	loose	they	
country	lose	though	
dear	making	through	
doctor	many	tired	
does	meant	to-night	
done	minute	too	
don't	much	trouble	

SAMPLE TEST.

First Term.

Method II. (Weighted Word Values.)

Sum of values of steps from which words are to be selected:

$$1.3 + 1.4 + 1.5 = 4.2.$$

Values of words to be used in the test (some multiple of 4.2 and divisor of 100 preferred) 25.

As the sum of the values obtained if only one word were taken from each step is 4.2 and the desired total 25, it is necessary to select six words from each step. Let us begin at the end of each step, and take backwards every other word until we have obtained a sufficient number for our purpose. In the step 1.5. it will be necessary for us to take one additional word.

1.3. tower	1.3. require	1.4. sigh	1.5. honor
1.3. strip	1.4. wound	1.4. repeat	1.5. direct
1.3. speech	1.4. union	1.5. soul	1.5. important
1.3. share	1.4. terrible	1.5. object	
1.3. section	1.4. standard	1.5. journey	

Total possible value of points=25.

To convert a score into a percentage add together the values of the words correctly spelled, and multiply this total by 4.

GRADE VII.

First Term. (Number of Words in the Course=76.)

1.0. await	swallow	entertain	describe
chance	treasure	exact	election
condition	treat	future	grieve
content	tremble	obtain	group
declare	value	publish	interest
demand	wealth	salary	mention
desire	wisdom	shone	mortal
empire	1.3. advantage	silence	powder
estate	aloud	slight	prompt
following	attempt	supply	property
furnish	average	sword	quality
intend	captain	1.4. admit	quarrel
message	chosen	central	select
protect	compare	condition	smooth
punishment	continue	conquer	stroke
record	couple	constant	surprise
respect	depth	contents	therefore
shoulder	direction	cultivate	voyage
spite	education	department	whether

GRADE VII.

Second Term. (Number of Words in the Course=81.)

1.5. advise	purchase	theatre	precious
appearance	purpose	warrior	probably
automobile	scene	witnessed	prophet
century	summon		relative
chimney	special	1.8. absolutely	science
encourage	struggle	acceptable	shepherd
ghosts	success	accustomed	subject
include	tobacco	acquaint- ance	succeed
indicate		ancient	various
issue	1.7. accident	benefit	1.9. actually
language	carriage	compel	conceal
maintain	colony	council	develop
support	earnest	disappear	especially
threw	extreme	dying	experience
	governor	exercise	immediate
1.6. accom- plished	gradually	excellent	necessary
injure	imagine	foreign	occasion
introduce	impossible	formerly	original
operation	material	frequent	possess
opposite	population	invitation	recognize
particular	remedy	nonsense	
	senate		

Suggested Dictation Exercise for Grade VII.

1. Do you intend to publish the record of the department?
2. I would advise you to include this material in the next issue of your paper.
3. The governor is absolutely acceptable to the population.
4. The operation on the captain was a success.

Words Often Confused.

Write sentences illustrating the correct use of the words in the first two columns. Pronounce the others correctly in oral sentences.

dying	dyeing	which	witch
desert	dessert	lose	loose
coarse	course	formally	formerly
aisles	isles	prophecy	prophecy
through	threw	whether	weather
aloud	allowed	affect	effect
capital	capitol	quite	quiet
prophet	profit	alley	ally
current	curreant	mourning	morning
compliment	complement	angel	angle
past	passed	advise	advice
guilt	gilt	receipt	recipe
ceiling	sealing	disease	decease
choir	quire	proceed	precede

Words Often Confused—(Continued)

bridle	bridal	dairy	diary
real	reel	decent	descent
serial	cereal	severe	sever
alter	altar	adapt	adopt
ascent	assent	accept	except
shown	shone	cloths	clothes
fourth	forth		

SAMPLE TEST.**Second Term.****Method I. (Uniform Word Values.)**

Take every *n*th word, in this case every fourth word.

await	spite	entertain	election
content	tremble	publish	mention
empire	advantage	slight	property
intend	captain	central	smooth
record	couple	contents	voyage

Total number of words=20.

To convert into a percentage multiply the number of words spelled correctly by 5.

GRADE VIII.**First Term. (Number of Words in the Course=59.)**

1.3. affected	wreck	vacant	distinguish
attraction		victorious	eighth
avoid	1.4. alter		exercise
discover	approach	1.5. ability	forenoon
excite	beggar	absence	idle
lily	current	appoint	lightning
pillar	debt	approach-	majority
popular	minister	ing	proceed
proclaim	mourning	authority	pronounce
prayer	national	circular	refer
preserve	political	combina-	religion
produce	president	tion	represent
provision	reign	concern	sacrifice
shrub	rejoice	connection	university
superior	satisfy	curious	volume
worship	system	determine	

GRADE VIII.**Second Term. (Number of Words in the Course=58.)**

1.6. affair	character	individual	murmur
annual	estimate	marriage	opinion

Second Term—(Continued)

practical	suggest	sufficient	1.9.	committed
recent	urged	traitor		develop
relieve	victim	virtue		recom-
residence	1.8. appetite	1.85. associate		mend
severe	argument	deceive		thorough
society	disease	disappoint	1.95.	conven-
tyrant	expense	exhibition		ient
valuable	fatigue	independ-		judgment
variety	naturally	dent		offence
1.7. application	necessity	persuade		parlia-
condemn	principal	physician		ment
presence	prominent	receipt		senator
secretary	sphere	scheme		spectacle
similar	successful			

Suggested Review Exercises for Grade VIII.

1. Every student should prepare his list of "demons", that is, the 100 words which give him most difficulty in spelling, made up from his experience in his written work.
2. Explain the terms; antonyms, homonyms, and synonyms. Make lists which contain typical illustrations of each group.
3. Prepare a list of twenty-five words often mispronounced.
4. Spelling "demons" for adults.
5. Dictation exercise:

1204 13th Avenue W.,
Calgary, Alberta,
February 1st, 1922.

Mr. Thomas J. Walker,
Red Deer, Alberta.

Dear Sir:—

In reply to your advertisement for an office boy in to-day's "Herald," I wish to apply for the position.

I am fifteen years of age and a graduate of Riverside Public School. I have also had a summer's experience in this kind of work and will do my best if you decide to give me a trial. I am permitted to refer you to Mr. Thos. N. Page, Principal of Riverside School, and to C. D. Smith & Co. for whom I worked last summer.

Respectfully yours,

ROBERT A. BARKER.

SAMPLE TEST.

First Term.

Method II. (Weighted Word Values.)

Sum of values of steps from which words are to be selected:

$$1.0 + 1.3 + 1.4 = 3.7.$$

Total values of words to be used in the test (preferably a multiple of 3.7 and divisor of 100)=33.3.

As the sum of the values obtained if one word were taken from each step is 3.7 and the desired total is 33.3 it is necessary to take nine words from each step. Let us select every other word in each step until we have obtained a sufficient number for our purpose.

1.0. await	1.0. punish-	1.3. couple	1.4. constant
1.0. condition	ment	1.3. direction	1.4. cultivate
1.0. declare	1.0. respect	1.3. entertain	1.4. describe
1.0. desire	1.3. advantage	1.3. future	1.4. grieve
1.0. estate	1.3. attempt	1.3. publish	1.4. interest
1.0. furnish	1.3. captain	1.4. admit	1.4. mortal
1.0. message	1.3. compare	1.4. condition	1.4. prompt

Total possible number of points=33.3.

To convert a score into a percentage multiply the sum of the values of the words correctly spelled by 3.

SUPPLEMENTARY LISTS

The words listed below are those frequently misspelled by children in their written work:

- Teach no word from these lists until—
 - The children actually need the word in their compositions.
 - You are sure that the children know the meaning of the word.
 - You are sure that they do not know how to spell it.
- Use the words in these lists for review exercises and spelling matches.
- Interest the children in studying words in families and other relationships, such as derivations.
- Have each child keep a list of the words which he finds particularly difficult.

GRADE II.

Supplementary Words.

1.0. cat	inside	1.5. toy	slow
rat	pen	card	spell
1.3. bath	pig	dot	1.6. barn
bent	tin	fox	bay
bid	1.4. boot	gun	cry
crow	dig	hid	gay
fan	fun	mad	hall
flat	gun	pan	ice
hay	pin	pot	ill
hen	rag	tip	lift
hit	tea	told	nod

GRADE II.—(*Continued*)

	path	feel	within	seem
	seem	fight	yes	1.85. axe
	seven	fit	1.8. ate	dry
	sky	hurt	catch	gift
	stick	jump	cent	gone
	wave	mud	count	lesson
1.7.	became	papa	fix	race
	coat	rob	ice	rate
	coming	rub	left	
	feed	shop	party	

GRADE III.

Supplementary Words.

1.3.	asleep	pine	spoon	job
	both	rail	swim	number
	cave	shadow	swift	pony
	camp	string	tend	robin
	duck	solid	test	sell
	faster	sin	tooth	stall
	grade	sweep	twice	Sunday
	hunter	stable	wine	stair
	inside	stamp	won't	task
	lamp	tenth	1.6. below	teeth
	pond	trim	bite	to-night
	ripe	wolf	climbed	1.8. August
	song	1.5. become	deck	boil
	swing	bean	dine	bunch
	sink	beg	fate	cheer
	toe	bench	fork	cream
	wool	bold	flew	crack
	whip	bush	greet	daily
	wax	brick	inside	flour
1.4.	bud	dish	itself	Friday
	belt	drag	lumber	July
	brush	fed	Monday	mouse
	bend	fond	nor	October
	bake	hate	park	rank
	cart	knight	pump	sunshine
	cock	lean	pride	sure
	cast	lover	ribbon	1.85. June
	cheek	mix	thy	November
	dew	nut	tiny	rode
	depart	oats	1.7. awake	Saturday
	flew	oil	bark	September
	flag	pie	block	soap
	fold	peep	candy	sorry
	lot	pink	desk	wagon
	map	shook	dishes	aunt
	match	smell	honey	brought

GRADE III—(Continued)

cattle	ought	team	lazy
caught		tried	paid
chicken	1.95. baseball		pocket
climb	birthday	2.0. aid	shirt
fail	blossom	bare	Thursday
hungry	cousin	cruel	thread
key	December	dozen	whisper
kick	jaw	fortune	worse
kitten	kitchen	grandma	
orange	struck	January	

GRADE IV.

Supplementary Words.

1.3. alike	sparrow	crack	Tuesday
arch	toil	curl	1.8. autumn
beach	vast	fame	bridle
bean	wife	fate	fade
belt	wire	fork	fame
bench	wooden	glance	frighten
cave	1.5. ashamed	lawn	hero
change	beard	pail	maiden
club	begun	raw	needle
duck	brain	roast	rude
flock	cheese	saint	sore
forgot	china	sale	Wednes-
peach	crush	stiff	day
peep	dew	stout	1.85. abroad
rope	eleven	task	berries
1.4. arrow	flight	thirteen	butcher
blew	float	thorn	calm
brow	funny	twine	carpenter
cheap	garment	warn	cloak
deck	heap	weakness	coin
depend	hook	weary	fowl
drag	inform	1.7. aim	limb
drain	joint	awhile	mistake
dread	neat	bloom	rabbits
drill	oak	cottage	soup
drove	pencil	cure	1.9. cure
everybody	pray	fade	excuse
feather	robe	gloves	ponies
goes	swell	harness	prize
pillow	tooth	hook	toss
pine	unhappy	hospital	violet
reading	worm	hotel	witch
relate	vast	insect	1.95. acres
ripe	wrote	kindness	aim
• rubber	1.6. absent	partly	armor
sickness	consist	sparrow	cherries
stove	copper	steep	dining

GRADE IV.—(Continued)

February	2.0.	balloon	neighbor	whipping
handker-		basement	ninth	wreath
chief		breath	proof	2.1. cellar
parlor		bury	rapid	juice
scratched		collar	regard	scared
slipped		electric	search	squirrel
wrap		false	straight	

GRADE V.

Supplementary Words.

1.3.	clover	gallon	govern	college
	forgive	kettle	harness	dangerous
1.3.	behave	locate	haul	dumb
	breeze	lucky	holiday	furniture
	factory	married	knob	galloped
	fireman	monkey	likely	industry
	grand-	noisy	lilies	knit
	mother	northern	linen	naked
	hunger	owner	negro	ourselves
	temper	paws	pearl	pledge
1.4.	area	penny	pepper	sentence
	chatter	poison	perch	thief
	cheat	radish	stormy	vegetable
	contract	roller	surely	wear
	crept	slope	swear	whence
	crime	spelled	through-	1.9. anxious
	modest	steep	out	com-
	oven	stuff	1.8. bushel	menced
	punish-	sweater	concert	doesn't
	ment	throat	library	famous
	punch	troop	mischief	favorite
	shingle	turnip	motion	gracious
1.5.	beaver	1.7. alley	orchard	lawyer
	ditch	astonished	package	lilac
	movement	canary	pretend	proof
	scold	bough	princess	1.95. metal
	sidewalk	chopped	prison	regard
	soda	clumsy	progress	scholar
	unable	comfort-	products	stitch
	weave	able	profit	trial
		cottage	revenge	2.0. afford
		county	safety	Christian
1.6.	anxious	curly	scholar	easily
	claim	curse	striped	forty
	complain	customer	term	multiply
	credit	evil	1.85. attack	plague
	eager	effort	beginner	practise
	ease	floating	buried	sense
	dismiss	forehead	Canadian	splendid
	district	fountain	collect	stomach

GRADE VI.

Supplementary Words.

1.3.	braid	thirst	1.7.	agreeable	saucy
	bullet	umbrella		baggage	temperate
	busily	1.5.	altogether	climate	tempera-
	chewing		agricul-	dispute	ture
	decorated		ture	deposit	1.9.
	division		borrow	fragrant	acknowl-
	headache		cabin	forfeit	edge
	isn't		cough	local	bruise
	laughter		damage	partner	boundary
	lighten		grease	1.8.	celery
	pigeon		hence	belief	heartily
	peel		hurrah	ceiling	jealous
	ragged		inquire	gossip	musician
	saucer		jewel	glacier	muscle
	studied		mire	major	1.95.
	soothe		ounce	minstrel	assistance
	steady		oppose	neighbor-	assembled
	turkey		raisin	hood	foliage
	wander		sour	orphan	grateful
1.4.	almond		threaten	passenger	patience
	attic		velvet	paragraph	sheriff
	author		wrinkle	perform-	stubborn
	blouse	1.6.	composi-	ance	slut
	bracelet		tion	truant	vinegar
	burden		canoe	wholesome	2.0.
	depot		charity	wrench	bureau
	defeat		decorate	yield	bachelor
	explore		garage	1.85.	decimal
	equator		hasn't	amuse-	irregular
	failure		laundry	ment	independ-
	funeral		mayor	abundant	ence
	instruct		method	brilliant	necessities
	lantern		ninety	commence	obedience
	register		problem	chisel	pressure
	plane		pavement	connect	plateau
	sage		slippery	errand	sympathy
	substitute		telegraph	envelope	
	staff		woollen	freight	
				luncheon	
				naught	

GRADE VII.

Supplementary Words.

1.0.	adventure	ledge	tion	cocoa
	catcher	promotion	debate	commence
	certainly	1.3.	disgrace	costume
	dairy		eraser	grandpa
	eighty		oyster	invalid
	hereafter		suspect	latitude
	income		1.4.	military
			artistic	

GRADE VII—(Continued)

	objection	1.7.	boundar- ies	evidence	colonel
	statement		cancel	hammock	counten- ance
	surround		candidate	heir	courtesy
1.5.	thirsty		chocolate	irregular	efficient
	buckle		cistern	kodak	fulfill
	distribute		civics	literature	iceberg
	graduate		desperate	magasin	immense
	initial		federal	moccasin	immi- grant
	kinder- garten		fertile	percent- age	intelli- gent
	liquid		genuine	1.9. aeroplane	interrupt
	mischiev- ous		personal	altar	mechane
	respect- fully		possession	ammuni- tion	miracle
	reel		realize	behaviour	myster- ious
	terrific	1.8.	signature	daffodils	prophecy
	utensil		advertise- ment	definition	session
1.6.	worried		ancestor	dessert	specimen
	abundance		audience	horizon	tariff
	appoint		bridal	illustrate	2.2. acciden- tally
	bargain		calendar	license	allegiance
	camera		caterpillar	mosquito	amateur
	cannon		certificate	movable	conscience
	descrip- tion		challenge	occasion- ally	cylinder
	exile	1.9.	cheque	orchestra	discipline
	grammar		column	resources	privilege
	guilt		compli- ment	skilful	syllable
	irrigation	2.1.	descent	suggestion	
	molasses		excite- ment	aisles	
	primary			apparel	
				besiege	

GRADE VIII.

Supplementary Words.

1.3.	agreement		trenches	circular	organiza- tion
	flavor	1.5.	cashier	compelled	
	reputation		dignity	confer- ences	1.8. apparently
1.4.	accurate		exceed- ingly	manage- ment	appreciate
	angle		investigate	reference	arrange- ment
	considera- tion		lease	stationary	athletic
	cripple		pertaining		campaign
	dictionary		prairie	1.7. certificate	catalogue
	establish- ment		proportion	chorus	choir
	publica- tion		respons- ible	frontier	discussion
	revenue	1.6.	attendance	imaginary	extraor- dinary
				laziness	

GRADE VIII—(Continued)

particu- larly		precede surgeon		luxuriant milliner		sieve sovereign
premium				opponent		superin- dent
pursuit	1.9.	alcohol		participle		temporary
saloons		allege		rite		transfer- red
signify		compara- tive		separator		vehicle
testimony		conjuga- tion	2.0.	analysis	2.2.	auxiliary
1.85. association		conscious		criticize		massacre
career		courage- ous		guarantee		miscellan- eous
cordially		courteous		gymnas- ium		prejudice
curiosity		debtor		lieutenant		stationery
emergency		descend- ant		malicious		suffrage
formally		financial		mortgage		
interfere		leisure		occurred		
noticeable				siege		
oxygen						
plaid						

Lessons on the Use of the Dictionary.

The dictionary is a book to be consulted when we need to know the spelling, pronunciation, or meaning of a word. One must know the letters of the alphabet in their proper order before he can use the dictionary.

1. As a preparation for dictionary work have the class arrange the names of the children in the room in alphabetic order. Add the names of half-a-dozen other children in their proper place. Arrange a list of fifty words in alphabetic order.
2. Use the telephone directory as a means of teaching the value of having words arranged in alphabetic order.
3. Children should all be provided with small dictionaries, such as *The Highroads Dictionary*, published by Thos. Nelson & Sons. Then a specific page should be selected, and such features as the use of guide words, key words, accent, and other pronunciation marks mastered through interpretative lessons. The simple principles of syllabication should also be taught in this connection.
4. The principles governing the explanation of meanings in the dictionary should also be taught through reference to actual word meanings as given on the page selected.

Games as a Means of Teaching Spelling.

The game or contest has been used by many schools with great success in teaching spelling. Play is nature's way of developing useful habits. It is quite possible for the teacher to drill a given set of words until all or practically all of the children have perfect papers when the words are dictated in lists. This is purely a question of effort and of time. Experience shows, however, that in

spite of this apparent ability to spell for the teacher, many mistakes will still be made when the words are used spontaneously. The children have learned these words because they were assigned as a given task, but with little interest or enthusiasm. If, on the other hand, the children sometimes have fun playing spelling games, if failure to spell correctly on the part of one child means loss of the game for the team, a new motive for correct spelling is introduced. In this way self-interest in the child is developed and an ideal of spelling correctly will be set up. Of course, as much care must be exercised in organizing for these contests as in any other phase of school work, and the aim of the teacher should be self-direction and self-control on the part of the children quite as much as in any school exercise. In teaching how to play any game a very few words should be used until all have actually mastered the rules and practice of the game. Team captains have been known to spend hours in drilling the weaker members of the team with every motive present for successful learning.

Some of the games used for these contests are: (1) The jumbled letter game; (2) syllable game; (3) the lost word; (4) derivative game; (5) definition game; (6) opposites game; (7) composition game (usually a given list of words to produce a story which makes sense); (8) initial letter game.

Citizenship

"Education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends." In other words, one conception of education is that it shall prepare the individual to do better those things which he is likely to have to do anyway.

In a country such as ours where the conduct of the affairs of the state is in the hands of all the people, training in the duties of citizenship could hardly be neglected. This course is built on the general assumption that adequately meeting each day's need as it arises is fulfilling all the present requirements of Citizenship and is the best preparation for meeting the needs of adult life. At every moment of his active life the child faces situations in which society demands that certain traditions and conventions in the way of speech, action and bearing be respected. Nor is society at all lenient in its judgments. It may well happen that a child with sufficient intelligence to make a real contribution to social betterment, may have his service rejected because of unprepossessing personal habits. Training is emphasized in the first three grades and specific practice demanded that approved reactions may become habitual.

Children enter our schools with widely different social heredities, experiences and practices. The school environment is a continual battle ground in which it is to be feared not always the best survives. Only when the school is the conscious ally of the home can the task be adequately done. School life brings to the child the new experience of membership in a new social group. The course aims, through practice in group activities such as class movements and games, to assist the child to establish right relations with his fellows.

While the conventions and standards of a civilized community may be very rigid in their requirements, they are nevertheless the product of years of experimentation in community living. In Grades III and IV, while the idea of training is still strong, talks should be given as occasion arises to show the pupil the necessity for rules. The group with which he is most familiar and to which he is bound by the strongest ties is the family. Unless the school can succeed in increasing his devotion to it, there is little hope of securing his attachment to the broader group, the reasons for which he can discern but dimly as yet. For this reason the idea of the family is of great importance. It is hoped that the pupil will appreciate more fully his position as a member of modern society in comparison with the family and tribal life of other days

and other peoples. In Grades IV and V the lessons from indirect experience relate to early settlement in the land which we call Home. These stories thus supplement his work in Geography.

Society has always protected itself through great leaders and has ever made itself more efficient through the service of its great men. Biographical studies make up a large part of the course in Grades V and VI. These deal with leadership. Grade V concerns itself in part with the mighty doings of supermen in the days when the earth was younger; Grade VI with actual historical characters of the day "when Knighthood was in flower." From these the pupils should get faithful pictures of Feudal England and of Mediaeval organization. Stories of the bravery of the great navigators and explorers of more modern times give further opportunity for the spirit of hero-worship. Stories of modern social institutions and organizations introduce the formal study of Civics.

In Grades VII and VIII the major portion of the work is formal history. The former concerns itself with the social growth of the British people and their expansion in trade and territory to the uttermost parts of the earth. The work of Grade VIII traces the development of our political institutions and the growth of our democracy. In Civics the pupil is led to consider our present economic condition and present-day practice of government.

GRADES I AND II.

A.—Direct Experience.

TRAINING: (a) Development of automatic responses in group and individual activities in situations incidental to school and school life.

(b) Cultivation of a desirable school public opinion and attitude on all the usual primary school problems.

1. Appreciation of his responsibility and correct response on the part of the child in assemblings, dismissals, fire drills, marching and excursions.
2. Appreciation of the need for personal discipline and formation of right habits in connection with attendance at school, —regularity, punctuality, cleanliness, freedom from infectious diseases, bodily carriage, good bearing, walking, modulation of voice, enunciation of words, respectful speech and behaviour, obedience, undue familiarity with playmates in the way of teasing, tormenting, or injury, rudeness, impudence, improper language.
3. Training in proper care of personal property and of school property and inculcating a preference for good order and a dislike for disorder. Readers, library books (clean and binding intact). Pictures, exercise books (untorn, neat and clean). Crayons, plasticine, (neither destroyed nor used carelessly).

Training to counteract—(a) Waste, whether of water, wood, food, time or money.

(b) Disfiguring outbuildings, walls, cloakrooms, fences and protesting against its being done by others.

4. Doing his part especially well when the reputation of the group depends upon successful effort of individuals.

Class contributions to school concert, school fair. Cards for St. Valentine's and Christmas Day. Programmes for patriotic days.

Some specific habits which should be striven for in these grades are the following:

I.—Courtesy.

The pupil without prompting should—

- (a) Avoid passing in front of others.
- (b) Be pleasant in greeting and kindly and in contact with others.
- (c) Open doors for visitor, teacher and "lines."
- (d) Offer book to visitor.
- (e) Rise to greet Principal, Superintendent, Inspector, or other distinguished visitor.
- (f) Avoid coarseness and crudeness in speech and manner.
- (g) Neither do nor say anything to hurt feelings of others.
- (h) Look for opportunities of being helpful, not only at school but at home.
- (i) Stand uncovered and at attention when the National Anthem is being sung.
- (j) Address the teacher and other adults correctly.

II.—Personal Habits.

- (a) Hang clothing neatly and promptly in its proper place.
- (b) Take books and other articles from the desk and put them away quietly.
- (c) Be careful of eyes. Avoid reading in dim light or when lying down. Hold a book at right height and proper distance from the eyes.
- (d) Avoid getting wet or unnecessarily exposing himself or herself.
- (e) Speak without shyness, distinctly and with confidence.
- (f) Wash the hands always before eating.
- (g) Take a full bath at least once a week.

III.—Co-operation.

- (a) Keep books and pencils ready for use when needed.

- (b) Employ time profitably when regular task is completed.
- (c) Help to carry out worth while suggestions from others.
- (d) Hand exercises in on time.
- (e) Take pride in his class and in his school.
- (f) Assist in passing and collecting material.
- (g) Offer suggestions when any class project is under discussion.

IV.—Sportsmanship.

- (a) Follow the rules of the game.
- (b) Vote for captains and leaders on the basis of qualities of leadership and general fitness.
- (c) Take injury or loss—the decision of the umpire—gracefully.
- (d) Be fair in play. Be a good loser.
- (e) Stand up for his rights.

V.—Self-Discipline.

- (a) Put papers and books away after use.
- (b) Do his best even though the task is distasteful.
- (c) Keep a proper balance between work and play.
- (d) Eat candy and sweets in moderation.
- (e) Sleep ten hours each night with windows open.
- (f) Drink plenty of milk and water, but no tea or coffee.
- (g) Tell the truth without exaggeration.
- (h) Save a portion of any money which may be received.

The following situations and many others which will suggest themselves to the teacher may be dramatized as a means of establishing these habits.

1. A lady with baby enters a crowded car.
2. A child is sent to a neighbor's house (a) to deliver a message (b) to ask a favor (c) to bring home a parcel which has been left there.
3. Permission is asked to leave the room when a class is under instruction.
4. A child makes explanation when he has tried faithfully but has done unsatisfactory work.
5. A person makes explanation where his neglect has caused serious inconvenience to a group of his friends, *e.g.*, his ball team.
6. (a) Making explanation to a neighbour whose window has been accidentally broken.
(b) Explaining to his father so as to make reparation.
7. Attitude where his friend has (a) robbed a bird's nest (b) broken windows in an unoccupied house, (c) broken glass on telephone poles, (d) stolen something, (e) damaged school property, (f) damaged trees on a boulevard.

B.—Indirect Experience.

In addition to the matters in which training in the formation of manly habits and some appreciation of the value of such habits is the dominant idea, *instruction* through stories and talks should be given in the more abstract virtues of morality. The aim should be to cultivate a taste for the beautiful in externals and in character. Here again the intellectual is to be appealed to and the child's feelings and desires stirred to crystallize the specific habits already formed into an expression of his nature. This is character building. The Special Committee of the Moral Education League of Great Britain names the following for children of 7-8 years:

1. Cleanliness and tidiness.
2. Manners.
3. Kindness.
4. Gratitude.
5. Fairness.
6. Truthfulness.
7. Courage.

N.B.—The Bible Stories given in the Literature list will prove valuable in this connection. *The Garden of Childhood* (Thos. Nelson & Sons), written by Miss Alice M. Chesterton is recommended for teachers of Grade I and *The Pansy Patch* by the same author and publisher for teachers of Grade II.

GRADES III AND IV.

A.—Direct Experience.

In the outline for Grades I and II the emphasis has been placed on training and habit formation. The main concern was the crystallizing of right reactions into habit on the part of the individual. The course in Grades III and IV expects the continuance of training in the formation of these habits but the individual idea is subordinated to the group idea, and the intellectual and appreciative elements are to be made much more prominent. The object is respect for authority and obedience to it, regarding it as the expression of the pupil's own desires.

Out-of-door Life of Children. Development of Community Pride.

Appreciation of the progressiveness of a community in providing public highways, sidewalks and paved streets, public parks, public recreation grounds, public schools, churches, public libraries, public order, the peace in our streets, public boulevards, public telephone and telegraphs, public health, public safety whether of life or property.

The teacher should discuss with the class the necessity for school rules, and from this discussion evolve rules which all agree upon as necessary and right. These rules of necessity must curb and restrict the freedom of the pupils, but because the children have participated in framing them there will be a strong body of public opinion back of them for their enforcement. School rules

should be few and only carefully considered ones finally approved. When the need for a rule ceases to exist, the rule should be formally repealed.

Evolve rules of conduct concerning community possessions based on the idea that a person should respect community property just as he does family property, and that harmony in a community is a vital need just as it is in a family. This year's work should aim at the development of community pride.

The pupils should evolve rules concerning all these matters and regard themselves as a club to see that they are enforced. Point out that the object of rules of the road, etc., and of laws generally, is the same as the rules they have framed themselves.

Discussion of the family: Contrast the modern idea of the relation of children to parents with the power and authority of the *pater familias* or the father amongst Arabs, Hindoos, Chinese, and other peoples.

Discussion of:

- (a) Old customs, such as Sunday observance, Thanksgiving, Respect for the Bible, Christmas, Custom of Gift Giving at Weddings, Christmas, Birthdays, Holidays for Children. (There should be some idea of turning holidays to profitable account and not leading to the formation of habits of idleness.) Inviting your friends to dinner, shaking hands and salutations. (Teach the meaning of Good-bye, Good morning, How do you do.)
- (b) Public opinion. On this rests our public institutions, such as schools, hospitals.
- (c) The Law. Why we have laws; why we have printed laws. Tell the story of the Early Greeks, and of the Early Romans and their demand for "written laws." Who makes the laws for the community? Discuss why society frowns upon the unclean, the thief, the profane person, the person who does not respect (a) human life, (b) animal life, (c) private property, (d) public property.

Care should be taken to observe how far the habits suggested as desirable for Grades I and II have been established. In cases where doubt exists, further instruction and practice should be given. The following additional habits should be built up.

I.—Sense of Responsibility.

The pupil without prompting should:

- (a) Assume responsibility for the success of the lesson as well as of the school as a whole.
- (b) Contribute to the maintenance of order in the temporary absence of the teacher from the classroom.
- (c) Guard confidence.
- (d) Be loyal to family, classmates and friends. Strive to make friends.
- (e) Tell the truth even though it may result in unpleasant consequences.

- (f) Face facts squarely and accept the consequences.
- (g) Not take the property of others without their consent.
- (h) Not neglect home assignments.
- (i) Hand in all exercises and written work on time.
- (j) Be considerate in demands on parents.
- (k) Practice "Safety First."
- (l) Take responsibility for public safety, *e.g.*, "prevention of fires."

II.—Appreciation.

- (a) Appreciate mastery in intellectual work.
- (b) Cultivate enjoyment of the beautiful in art and in nature.
- (c) Recognize the good qualities of representatives of other nations and races in his neighborhood.

III.—Self-Discipline.

- (a) Conform to the rules.
- (b) Support the right, oppose wrong.

The teacher should watch for situations in the ordinary school procedure which will serve to illustrate and enforce the practice desired. For other habits situations may be created for demonstration, or exercises devised similar to those suggested for the preceding grades.

B.—Indirect Experience.

Instruction should be given in:

- (a) Grade III, through stories and discussions on the following*:
 1. Cleanliness.
 2. Manners.
 3. Honesty.
 4. Justice.
 5. Truthfulness.
 6. Courage.
 7. Self-control.
 8. Work.
- (b) Grade IV, through stories and discussions on the following*:
 1. Manners.
 2. Humanity.
 3. Obedience.
 4. Patience.
 5. Perseverance.
 6. Justice.
 7. Truthfulness.
 8. Order.

*From the British Moral Instruction League.

Correlations should be established with Physical Training, Hygiene, Elementary Science, Memorization, Composition, and Writing, with the object of carrying over into permanent habits the lessons taught, *e.g.*, the stories for moral training from such of the supplementary Readers as *Aesop's Fables* and *Grimm's Fairy Tales*. *The Magic Garden* (Thomas Nelson & Sons) is recommended for teachers of Grade III and of Grade IV.

Stories for moral training selected from Andersen's or Grimm's *Fairy Tales*, or any of those mentioned in the Literature Course, should be told. *Tales of the Round Table* (Longmans, Green & Co.) is well written and very suitable.

History Talks.

The History stories for Grade IV should be given in the form of reading or talks. The theme is our province and its inhabitants before the period of active settlement took place.

GRADE V.

With this grade Citizenship training becomes more and more that of indirect experience. The main purpose is to develop courage and self-reliance. This is the beginning of the period of hero worship. It is important that the stories and discussions in this grade should be about admirable people.

Citizenship training can be made effectively not by talks about moral qualities and desirable conduct, but by consciously planning situations in which these qualities appear in the normal response of the pupils and through observation of these qualities active in the lives of the heroes in their stories.

Some of the qualities which should be magnified in the mind of the pupil at this stage are:

- (a) Self-respect as exhibited in care for his personal appearance, desire to stand well in the opinion of others, pride in carrying through a task with credit.
- (b) A sense of personal honour exhibited in absolute fidelity to a trust and a healthy regard for one's reputation.
- (c) A sense of justice to include a frank recognition of the necessity for restraint and punishment, both in school and at home, as well as recognizing the unfairness of injuring animals and tormenting younger children.
- (d) Courage that avoids bravado and conduces to presence of mind.
- (e) Forethought in speech and action.
- (f) Right use of leisure time.

To this end the teacher will use (a) stories of the explorers of the country that is now the home of the pupils; and (b) the famous stories of all countries and all ages. Suitable heroes—Jason, Theseus, Hercules, Beowulf, Siegfried, Arthur, Roland, Oliver, and Robin Hood.

History.

The work implied in carrying out this part of the programme is in no sense formal teaching of History. It should be interwoven with the oral language work, supplementary reading and study of Geography as opportunity suggests. Here as in Grade IV the one aim in using historical events and characters is to awaken an interest in the past and to quicken a disposition on the part of the children to know more about it. Curiosity once aroused will demand satisfaction. No attempt should be made to form and present a complete chronological account of the discovery, exploration and settlement of the Northwest. The method of presentation in agreement with the aim as stated above consists rather in the use of graphic word pictures of stirring events and of interesting tales of adventure. The material will be largely of the nature of stories related to the winning of our Canadian West for civilization. These stories should be sometimes told, sometimes read, to the class; as much as possible, too, the children should be allowed to have that enjoyment of them that comes from each reading for himself independently. Towards the end of the year these should be gathered into a systematic outline.

Romance and Adventure in the Settlement of the Old Northwest.

- (a) Stories related to Indian life on the plains before the white man took possession of them—stories of hunting the buffalo—of Indian warfare, of Indian ceremonies, of hunting, canoeing, migrating.
- (b) Stories of adventures of early explorers, *e.g.*, La Verendrye and his sons, Radisson and Groseilliers, Hearne and Alexander Mackenzie.
- (c) Stories of experiences of early missionaries and of the establishment of church missions.
- (d) Stories of the establishment of the fur trade with the Indians by agents of the Hudson's Bay Company and of the Northwest Trading Company.
- (e) Stories of settlement and pioneer life, *e.g.*, experiences of settlers who came to America under the patronage of Lord Selkirk and formed the Red River Settlement.
- (f) Stories of fighting between the early settlers and the Indians; of Louis Riel and the great rebellions.
- (g) Stories of the beginning of centres of population as at Indian Head, Regina, Macleod, Prince Albert, Edmonton, Medicine Hat, and other places previously trading posts or frontier forts; account of how such places were named.
- (h) Stories of surveying for C.P.R. Main Line, and of the building of it.
- (i) Stories of the Royal North-west Mounted Police in the early days and in later times.

Books for the Library.

Marsh: *Where the Buffalo Roamed* (Macmillan).
Hall of Heroes (Thos. Nelson & Sons).

Additional Material.

Heroes in History Book II (Oxford University Press).
Tales of Romance (Longmans, Green & Co.).

GRADE VI.

The aim of the course is to promote self-reliance, to establish in the mind of the pupils the value of co-operating through organizations, and the necessity for leadership. The exploits recounted and the eagerness of the band well organized and well led for action should stimulate the pupil and make for zest instead of passivity in his conduct. The teacher may with advantage organize one or more suitable groups (athletic, musical, literary, etc.) in the school, exercising a supervisory and inspirational guidance but encouraging pupils' own initiative.

Nature of the Course.

The formal study of history should be begun in this grade, but the teacher's chief aim should still be to arouse curiosity about life and conditions in times past. The pupils' interest in romance and stories of adventure is suggestive of the means and method to be used. It is in assisting the pupils to develop mental pictures that the teacher finds many favorable opportunities for an indirect teaching of history. History, so taught, is for the children a part of real life and thus a means of acquiring citizenship.

Pupils in Grade VI are at an age when organization has a strong appeal. Note how numerous are the opportunities the teacher may have of making reference to organization of different forms: the old English manor life; the Feudal tie; Robber bands; the clan under the Scottish chief; national organization under Parliament; organization for voyages of exploration. The important thing to emphasize is the nature of the binding ties in each case, and the increased power of accomplishment.

The course is intended to give a picture through narratives and biographies of the different organizations through which our ancestors passed before modern times. These momentous changes which preceded and led up to our modern ideas of society are connected with the lives of outstanding leaders. The story of these leaders, so far as they influenced the trend of events or were representative of the life of their times, their historical significance and the stirring incidents in which they played the leading role, should receive emphasis, and not the purely private details of their lives.

In the mind of the pupil the course should leave an indelible impression of the romantic side of Saxon times, Feudal times, the

Crusades, the Hundred Years' War, the Common People and the Early Exploration. The narrative side is to be stressed. The pupils should learn these stories by reading them as they read other stories. *The teacher's place is not to synopsise and dictate notes.* Give the pupil the pleasure of reading stirring narratives.

It is expected that the teacher will direct attention to the chronological sequence, use maps extensively in connection with the explorers and elucidate from her superior knowledge points not clear, but where the reading course assumes that the pupil has knowledge.

It is suggested that the pupils keep a *personal* History Note Book; adopt a period chronology based on that listed below. Sometimes it would be well to catalogue the incidents of a given period about men's names, at others, to classify both incidents and men under broad movements or great social changes. The pupil should also be required to narrate in its proper place some interesting incident or biographical impression in a way similar to that recommended in the course in English Composition.

It is not intended that the books and stories mentioned in the following course be considered as the only ones suitable for the purpose; many teachers will find others equally suitable. The purpose is simply to use interesting legends, historical tales and selections from works of fiction with historical reference in order to assist the pupils in forming a series of mental pictures of life and conditions during certain important periods of history. The only requirements which this aim imposes are: first, order in the course; second, that the main features in the picture formed for each period have reference to the chief characteristics of life and conditions of that period.

EXTENT OF THE COURSE

Early Mediaeval Times, 800-1300

Saxon times 800-1066 a period of comparative community isolation, of binding force largely personal. Alfred the Great, Canute, Harold, Hereward the Wake. The teacher or pupils may read illuminating stories from *Harold*.

Feudal Organization, 1066-1215. William I, his barons, their castles; The Crusades, Richard I, Robin Hood, Langton. Much of this will be made very interesting from such scenes from *Ivanhoe* as the Siege of Torquilstone, The Archery Contest, Wamba becomes a free man, and from *Robin Hood and his Merrie Men* (Francis Gledhill No. 50 in A. L. Bright Series).

Later Mediaeval Times, 1300-1500.

Scottish independence; Sir William Wallace, Robert Bruce, The Hundred Years' War, Black Prince, Wat Tyler, King Henry V, Joan of Arc, Sir Richard Whittington, Caxton. The pupils will enjoy reading *Brave Tales from Froissart* (No. 60 in A. L. Bright Story Readers).

The Tudor Period.

A period of strong national feeling. The age of discovery. Columbus, John and Sebastian Cabot, Vasco da Gama, Magellan. No extended attention is to be given these men, but the pushing back of world frontiers is to be noted.

Explorations of Eastern North America.

Cartier, Champlain, La Salle, Hudson. Establishment of Huron Missions and their destruction. Review the Overland Discovery of the Arctic and Pacific Oceans.

The biographies asked for above may be obtained from—

Builders of History (Longmans, Green & Co.).

Canadian Stories from *By Star and Compass* by Wallace (Oxford University Press).

Civics.

Consideration should be given the present-day organization of social life under such topics as: Community Life, Community Institutions, the part played by Government in the community; Citizenship in relation to such great community institutions as the family, the school, the church. Emphasis should be placed on the benefits which the child received from community organizations and the contribution which he can make *now*.

Builders of History (Longmans, Green & Co.).

McCaig: *Studies in Citizenship* (W. J. Gage & Co.).

Wallace: *By Star and Compass* (Oxford University Press).

Additional Material.

(1) *Robin Hood and His Merrie Men* (No. 50 in A. L. Bright Series).

(2) *Brave Tales from Froissart* (No. 60 in A. L. Bright Series).

(3) *The Story of the British People* (Thos. Nelson & Sons).

GRADE VII.

In this grade the study of history takes on a more serious aspect. While the teacher should not hurry to build up a body of historical knowledge to be "committed to memory," an effort should be made to develop in the pupil something of the "time sense." Pictures of the past, featuring developments in the social and industrial life of the people, are still most important. Foundation work must be done here that will provide a sure basis for the history work in Grade VIII, with which the elementary school course is completed.

Reference Texts:

Guest: *A Social History of England* (G. Bell & Sons).

Mowat: *A History of Great Britain* (Oxford University Press).

Any good History of Canada.

Feudal England, 1066-1485

- I. (a) The Manorial System—plan, inhabitants, officials, system of cultivation. The passing of villeinage, rise of new class of farmers. Sheep-raising.

Towns.

- (b) Their origin, fairs and markets. Charters. Beginners of Trade. Changes in Town Life. Increasing Independence. Trading and Handicrafts. Arrival of the Foreigner. Domestic System of Manufacture.

Gilds.

- (c) Early Forms. Merchant Gilds. Craft Gilds. Control of Trade under these Gilds.

Tudor England, 1485-1603

- II. (a) The Spirit of the Age. Fall of Constantinople. Invention of Printing. Revival of Learning. England becomes Protestant. Queen Elizabeth and Spain. Britain Supreme at Sea. The Bible in English. The Golden Age of English Literature.
- (b) The Age of Discovery. Columbus, Da Gama, Cabots, Magellan.
- (c) Beginnings of Greater Britain. Story of Drake. Raleigh. Humphrey Gilbert.
- (d) Despotism of the Sovereigns. Decay of the Feudal Baronage. Henry VII and Royal Exactions of Money. The Sovereign becomes Head of the Church of England. Parliament and the Act of Supremacy. The Suppression of the Monasteries. Monopolies in Trade.
- (e) Economic and Social Changes. Enclosures and Unemployment. Manufacturing. The Mercantile System. English Trading Companies. Improvement in Agriculture in Tudor Times. Recreation and Social Life.

England in Stuart Times

- III. (a) Union of the Monarchies. The King James Version of the Bible. The Puritans' Early Settlement in America. Raleigh. Baltimore. The Pilgrim Fathers.
- (b) Commercial Expansion. Improvement of the Navy. Ship Money. Rivalry over North Sea Fisheries. The Hudson's Bay Co. Wars with the Dutch. Trade under the Commonwealth. The Great Plague and the Great Fire.
- (c) Severe Laws Against Roman Catholics. Protestant England in Conflict with France and Spain. The War of the Spanish Succession. Marlborough. Gibraltar. Utrecht.

- (d) Union of England and Scotland.
 - (e) Banking and the Credit System. The Bank of England. Improvement in Agriculture.
 - (f) Jacobite Wars End in Highland Emigration. The South Sea Bubble. The Seven Years' War: (a) in Europe; (b) in Asia; (c) in America. Exploits of Clive and Wolfe. Peace of Paris, 1763.
- IV. Outstanding Figures of the French Regime. Frontenac. Talon. Montcalm. Laval. Canada at the Close of the French Period.
- V. Beginning of British Rule.
- (a) Differences Between English and French-speaking Canadians in Religion, Laws, Customs, Traditions, Language.
 - (b) The Quebec Act, 1774.
 - (c) American Revolution. French-Canadians Remain Loyal. Work of Sir Guy Carleton as Governor and Defender. U. E. Loyalists.
- VI. The Constitutional Act, 1791.
- VII. Effects of the War of 1812-14 on the National Life of Canada. Laura Secord. Tecumseh. Brock. De Salaberry.

Civics:

Social Relationships Based on "Making a Living."

- (a) Personal possessions distinguished from possessions in common in urban home; in rural home. Wants and needs; luxuries, thrift, savings; banking; investments.
- (b) Private property distinguished from public property.
- (c) Trading or exchange,—Barter, as in school-boys' trading of knives, stamps, coins; as between Indians and the factors at trading posts; exchange for money,—money at one time not in general use; kinds of money; advantages in use of money as a medium of exchange; exchange of service for money and money for service; the trades, the professions; labor, skilled and unskilled; exchange of goods for money,—natural products of the water, the mine, the forest, hence the extractive industries, e.g., fishing, mining, trapping, lumbering, dairying; cultivated products of the garden, the field, the farm,—hence the cultivation industries—horticulture, agriculture, stock-raising, fruit-growing, etc.; manufactured products of the mill, the factory,—hence the manufacturing industries. The producer, the middleman and the consumer,—the rural family, the merchants, the urban family, to illustrate. Nature and values of the market.

- (d) Needs of transportation,—methods of transportation, as used by trappers and fur traders; by pioneer settlers; by farmers; by shippers; by tourists; by nations in times of war; for domestic trade; for foreign trade.
- (e) Value of communication; means of communication in early times; in present times,—the postal service, the telephone, the telegraph, the cable, the wireless, aeroplane service, the press, the pulpit, the picture.

Material as in Part II of McCaig's *Studies in Citizenship*.

GRADE VIII.

HISTORY AND CIVICS:

Pupils' Texts: *An English History* (Symes and Wrong); *The Story of the Canadian People*, Revised Edition (Western Canada Series: Duncan).

Pupils will be expected to read as follows: in the English History Chapters IX-XXIV inclusive, in the Canadian History Chapters XIV-XXIV inclusive, and such other parts of both books as the teacher may direct. As a result of this and the class teaching, the pupil should have clear ideas of the topics outlined below.

Teachers' References:

Guest: *A Social History of England* (G. Bell & Sons).

Mowat: *A History of Great Britain* (Oxford University Press).

Grant: *History of Canada* (Renouf Publishing Co.).

1. *The Basis of British Liberty.*

(a) Magna Charta—as a summary of English liberties.
Guest, Part IV, Chap. I; Mowat, Chap. VII.

(b) The First House of Commons.

(1) Earl Simon's Parliament.

(2) The Model Parliament of Edward I.

Guest, Part IV, Chap. I; Mowat, Chap. VIII.

(c) Consequences of the Black Death; the Statute of Labourers and the Peasants' Revolt.

Guest, Part IV, Chap. IV; Mowat, Chap. X.

(d) The elimination of the Barons and growth of the merchant classes as a result of the Wars of the Roses.

(e) The expansion of England—exploits of British seamen, Defeat of the Armada.

Mowat, Chap. XVI.

(f) The Doctrine of "Divine Right" and its implications; causes and results of the Great Rebellion of 1642.

Mowat, Chaps. XVII and XVIII.

- (g) The Revolution of 1688—Supremacy of Parliament.
The office of Prime Minister comes into being.
Mowat, Chaps. XIX and XX.

2. *Growth of Democracy in Britain.*

- (i) The Story of the French Revolution.
(ii) The Story of the American Revolution.
Britain the Champion of Europe.
Careers of Washington, Napoleon, Wellington, Nelson.
Social and Political Effects in England of these Revolutions.
Mowat, Chaps. XXIV, XXV, XXVI.
(iii) The Industrial Revolution of the 18th Century in England. Social upheaval following the great mechanical inventions and the development of the factory system.
Rioting—changes in the distribution of population.

New social and political demands resulting in—

- (a) Extension of the Franchise and Parliamentary Reform.
(1) Freedom from religious disabilities.
(2) Steps towards universal suffrage; Reform Acts of 1832, 1867, 1884 and 1918.
(3) The Parliament Act, 1911.
(4) The Ballot Act, 1872.

Mowat, Chaps. XXIX, XXX and XXXIII.

- (b) Economic Reform: The Corn Laws and their repeal.
The Chartist Movements. Free Trade.
(c) Social Reform: Emancipation of Slaves. Factory Acts and Poor Laws. Prison and Law Reforms. Penny Postage. Beginnings of state support of education. The Education Act of 1870. Beginnings of Trade Unionism. Workmen's Compensation Act. Old Age Pensions. Freedom of the Press.

Mowat, Chap. XXXI; XXXVIII, Sec. 3; XLVIII.

4. *The British in Africa, Asia and Australasia.*

- (a) In Africa—Occupation of Cape Colony. Rise of the Boer Republics. The Boer War. The Union of South Africa. British in Egypt. Gordon and Khartum. Conquest of the Sudan.

Mowat, Chap. XLI; XLVI.

- (b) In Asia—Exploits of Robert Clive. Warren Hastings. Turkey and the Crimean War. The Indian Mutiny and End of the East India Co.

Mowat, Chap. XXVIII, XXXV, XXXVI, XL.

- (c) In Australasia—Captain Cook's Discoveries. Beginnings of Settlement in Australia. Discovery of Gold. Establishment of the Commonwealth. Discovery and Settlement of New Zealand.

Mowat, Chap. XLVII.

5. *The Great War 1914-1918.*

Causes: Greed for world power and consequent growth of militarism, countries involved and why.

Some outstanding incidents of the war; some of the results of Canada's part in the war; the League of Nations; Treaty of Versailles, 1919; the Peace Covenant; Principal changes in Europe, Asia and Africa.

6. *Survey of Development of Political Institutions in Canada:*

Representative government provided by Constitutional Act of 1791; the need of responsible representative form of government as revealed in abuses of governing bodies prevalent in 1837; the Act of Union, 1840, and the introduction of responsible government; the administration of Lord Elgin and the confirmation of new political rights; political conditions and the trend of events favourable to political union; steps towards confederation of British Possessions in North America, necessity for an intercolonial railway, the British North America Act, 1867; the characteristic features of the form of government for the Dominion of Canada; leaders in the Confederation movement.

N.B.—In this section it is suggested, on account of the difficulty of the material to be presented, that thorough teaching should precede the reading of the text on the part of the pupil.

7. *Canada's Growth.*

- (a) In territory: terms of settlement with Hudson's Bay Company in purchase of Rupert's Land and Northwest Territories; trouble arising out of taking possession; anxiety felt by people of Manitoba, especially the Metis; American intrigues; lack of tact on the part of government surveyors; organization of council of defence under leadership of Louis Riel; volunteer force under Colonel Wolseley at Fort Garry, August 24th; rebellion quelled; transference of Rupert's Land and Northwest Territories to Dominion of Canada by Order in Council, 1869; Province of Manitoba formed, 1870; British Columbia joins Confederation, 1871; building of the C.P.R. as a national enterprise; Prince Edward Island becomes a Province, settlement of its land problem; increasing importance of the N.W.T.; its government, struggle for Responsible Government; the organization of the R.N.

W.M.P., 1873, to meet lawless conditions; the Rebellion of 1885, Immigration policy of 1897, large immigration 1897-1912, land boom in Western Canada, rapid growth of towns and cities, formation of Alberta and Saskatchewan as provinces 1905, the Natural Resources Question; reorganization of non-provincial territory into Districts and Territories; the Maine Boundary; the Oregon Treaty; the Alaskan Boundary.

- (b) In Production and Commerce: The Navigation Acts of Great Britain; Lord Elgin and the Reciprocity Treaty, 1846. Results: The Intercolonial Railway, the Treaty of Washington, 1871, a Canadian commissioner present; the Halifax award (Fisheries); the National Policy and its objects; Policy of Development of East and West lines of communication, the Canadian Northern Railway, the Grand Trunk Pacific and National Transcontinental; improvement of Waterways, canals; water power and manufactures; the French Convention, 1907; the Reciprocity Pact of 1911; Policy of Imperial Preference; Montreal the leading grain-exporting city, and Canada estimated to be the leading grain-exporting country of the world, 1922.

8. *General Progress in Education, Literature, Journalism, Arts of Life during the following periods:*

- (a) 1763-1812.
- (b) 1812-1841.
- (c) 1841-1887.
- (d) 1887 to the present.

Civics:

- (a) Municipal Government in Alberta.
- (b) The study in outline of the organization of the government of the Province; the election of representatives from electoral districts or constituencies; chief duties and responsibilities of these representatives; the departments of administration. Establish clear notions of the "Government," the "Opposition," the "Cabinet," the "Prime Minister."
- (c) The chief characteristics of a federal form of government. Show that the government of the Dominion of Canada is of this type. Distinguish between the following: the Governor General, Parliament, Cabinet, House of Commons, the Senate.
- (d) Discuss three or more of the outstanding powers or responsibilities of the Federal Government and of Provincial Governments. (It is advisable to discuss the matter of revenues.) In connection with (b) and (c) discuss the meaning and working of Responsible Government.
- (e) The Administration of Justice in Alberta.
- (f) The Rights and Duties of Citizens.

Arithmetic

Aim.

From the earliest times mathematics has occupied an honored place in the courses of study that have been pursued. Two main aims have existed: first, mental training; second, development of skill in the practical applications of the science of number.

In this course of study the aim is mainly to secure the training that will result in the intelligent and accurate application of the number processes to the problems ordinarily met with in the activities of life. This involves—

- (a) The mastery of the fundamental processes of addition, subtraction, multiplication, and division, so that accuracy and rapidity in the work is attained.
- (b) Information concerning the actual situations in life that give rise to problems in number.
- (c) Knowledge of denominate numbers and the terms used in problems, and the relations that exist between these, such as cost, selling price, loss, gain, insurance, interest, area, volume, etc.
- (d) Training in interpreting the stated problem so as to realize the actual information given, the actual question asked, and the necessary operations to perform.

Suggestions.

- (1) Use the concrete in first presentations to secure clearness of thought. The pupils should see and handle, measure and weigh actual things as the work proceeds.
- (2) Relate the problems with the other school work, and with the home life of the pupils, as much as possible.
- (3) Make use of games, and other devices of interest, to secure accuracy and rapidity.
- (4) In grades above Grade I, have daily periods of intensive drill on the number facts covered.
- (5) Have tests for accuracy and speed, with results tabulated at least weekly.
- (6) Strive to develop directness of operation rather than formal methods of solution.
- (7) In developing a new application, use small numbers and explain and illustrate the new terms carefully.
- (8) In drill work, use abstract numbers and strive for intensive work of increasing difficulty.
- (9) In review work, practise the class in stating briefly (a) the exact question asked, and (b) the exact information given in the problem.

- (10) Insist on work being well done at every stage, with clear statements and accurate results. This is the real test of good work in this subject.

GRADE I.

Aim.

To meet the needs in number that a child experiences at this stage, such as counting various things, telling the page in his reader, grouping or separating objects to a total up to ten and to establish a basis of comparison of values through number.

Scope.

- (1) Counting to 100 by 1's, 5's, 10's; by 2's to 20.
- (2) The combinations and separations of numbers up to 10.
- (3) Column addition from blackboard only to a total not exceeding 10.
- (4) Writing and recognition of the number symbols to 100. Pay careful attention to the formation of the symbols to avoid wrong habits in this.
- (5) The use of $\frac{1}{2}$ and $\frac{1}{4}$ orally only, *without symbols* in naming parts of apples, dollars, etc., and also of numbers, as $\frac{1}{2}$ of 4 is 2, etc.
- (6) Recognition of relative values of the numbers under 100, thus picking out greatest and least and arranging in order of size such numbers as 56, 87, 32, 14, etc.
- (7) Recognition of the "families," as 4's, 24, 34, 44; 5's, 35, 45, 55.
- (8) Oral work in addition and subtraction—within the limit in the different tens as— $34+3$, $44+3$.

Suggestions.

- (1) Associate numbers incidentally with the activities of the other school work, such as counting the children in various groups for different purposes, as supplying the right number of pieces of crayon or pencil, etc., beginning with small groups.
- (2) Associate the number as : : (or indicated by tapping) with the symbol "4" and the word "four" spoken and written, and have the pupils show the number of splints or other articles from any one of the modes of expressing the number by the teacher and reverse the operations until the symbols and names are firmly associated with the actual numbers.
- (3) Use number in connection with various games and rhymes, as "One, two, buckle my shoe" to get sequence of names.
- (4) Do not give seat-work in addition or subtraction without close supervision, as pupils are so likely to get results by counting rather than by combinations.

- (5) In counting, take particular care that the number named is associated with the group, and not with the individual thing. Children frequently think of the fifth article rather than the group, as "five," etc.
- (6) In having the children find out the results of combinations, do not allow them to count on from the end of the first group as : : and : . four, five, six, seven, but have them see the group four and the group three forming a new group which by counting from first as a group they find to be seven. Then in the drill work in this, the group seven, : : : ., by using the pointer or drawing lines may be broken up into its combinations and recognized as 6 and 1, 5 and 2, 3 2's and 1, 2 3's and 1, etc.
- (7) Make frequent use of such games as "I am thinking of two numbers whose sum is 7, 8, etc. Name them," similarly with differences.
- (8) Have frequent drills from blackboard writing, 5 or some other number, then writing another number quickly and erasing both and having just the answer given. Flash cards are valuable used in a similar way. Vary this by having a number written, then another larger one, having the class tell what must be added to the first to get the second.
- (9) Have the number facts brought out from actual situations in games, such as in a contest where the teacher or one child selects a number of buttons or other articles, and the others in succession guess how many. Suppose the child has selected six articles—first guess "You have four buttons." The one who is "I" says, "I have more than four buttons." Second guesses similarly till one guessing correctly is "It." This game may be varied by allowing the questioners to ask "How many more than four?" or "How many less than eight?" etc.
- (10) Bear in mind that it is the situation involving the objects, not merely the use of objects, that makes the presentation really concrete.
- (11) After the various facts concerning a number are learned by actual experience, use the symbols and have the drill from the blackboard or by using flash cards, thus—

Addition	Subtraction	2 Two two's are four
3 2 1	4 4 4	2 Twice two is four
1 2 3	3 2 1	—
— — —	— — —	4 The half of four is
4 4 4	1 2 3	two, etc.

- (12) Require immediate response in this. If there is hesitation, give the answer and have the problem presented concretely again.
Apply in little problems involving situations within the range of the pupil's experience. This is, of course, to be entirely oral.

The pupil leaving this grade should have an acquaintance with the numbers as shown and should *know automatically* at least the twenty-five combinations and their associated separations.

N.B.—If thought advisable, school authorities may permit the teacher to postpone the introduction of number symbols until the pupil has a clear understanding of the number concept and a good working knowledge of combinations and separations.

GRADE II.

Aims.

To extend the child's acquaintance with quantity and its measurement by number.

To enlarge and make more definite his vocabulary of number and the operations in number.

To attain automatic memory results in the number facts taken.

Scope.

In this grade the stress should be on the addition and subtraction facts taken, and various devices should be used to secure the mastery of these combinations and separations, but rapid addition of columns should receive the greatest attention and most persistent drill.

1. Review and drill on the number facts learned in Grade I.
2. Practice in combinations and separations up to $9+9$; single column addition to 50.
3. Counting continued so that the relative values up to 1000 are known, by 1's, 10's, 5's in any 100 space; 2's, 3's, 4's, 6's to 36.
4. Writing and recognition of the number symbols to 1000, with place values.
5. Roman numerals up to XII.
6. Use orally $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ in connection with objects and numbers such as $\frac{1}{3}$ of 6, $\frac{1}{3}$ of 9, $\frac{1}{3}$ of 12, etc.
7. Use and relation of inch, foot and yard; pint, quart, gallon; cent, quarter, dollar; minute, $\frac{1}{4}$ hour, $\frac{1}{2}$ hour, hour, day, week.
8. Telling the time in five-minute spaces, using both Roman and Arabic notation.
9. Use of signs +, —, \$, cts., =.
10. Simple oral problems within the range of the pupil's activities.

Suggestions.

1. Continue the use of games and of work with objects to give significance to the work in number.

2. Increase the work with symbols, arranging as follows:—

[illegible]

Stressing the difficult combinations and separations that occur in work of this grade, such as—

$$\begin{array}{cccccccccccccccc} 4 & 4 & 4 & 5 & 5 & 5 & 5 & 6 & 6 & 6 & 7 & 7 & 8 \\ 5 & 7 & 9 & 6 & 7 & 8 & 9 & 7 & 8 & 9 & 8 & 9 & 9 \\ \hline 11 & 12 & 13 & 13 & 13 & & & & & & & & \\ -4 & -7 & -6 & -5 & -4 & \text{etc.} & & & & & & & \end{array}$$

3. Increase the use of addition in columns and extend to in-

clude such as
 7
 3
 4
 35 so as familiarize with the endings.

Be careful in the addition in columns to have the difficult combinations occur frequently; thus when the combination 7 and 5 is being taken have such repetitions as

7 requiring the adding orally as 12, 15, 17, 22, 25, 32.

3
5
2
3
5
7

4. The combinations and the corresponding separations taken should become automatic in this grade, whether spoken, as five and six make eleven, or expressed by symbols, as $\begin{array}{r} 6 \\ + 5 \\ \hline 11 \end{array}$

11

This is the essential work in this grade and should receive the greater part of the drill given.

5. Pupils or classes who can go beyond the limits laid down here without interfering with the mastery of the work, and without trespassing upon their other subjects, may safely

be permitted to do so. This outline is intended to furnish a reasonable minimum requirement for this grade.

6. The following steps in the treatment of denominate numbers are essential:
 - (1) All pupils should learn the use and relation of the different standard units by repeated use in the class-room.
 - (2) Following this, pupils should have practice in estimating the measures of various magnitudes in terms of different standard units.
 - (3) Pupils should then correct or verify their estimates by using the measures to check their approximations.
 - (4) Through oral questioning and problems, practical applications should be emphasized.

GRADE III.

Aim.

1. To secure automatic response to all the combinations and separations involved in addition and subtraction.
2. To add or subtract in problems of several columns with accuracy and increasing speed.
3. To acquire and apply the multiplication and division tables up to 10×10 .
4. To increase the use of mathematical language and number process in one-step problems.

Scope of Work.

1. A thorough review of the number facts taken in the preceding grades.
2. Drill on the addition combinations and their associated separations.
3. Notation to 100,000 with attention to place value.
4. Roman notation to 100.
5. Addition involving carrying within the notation limits.
6. Subtraction within the same limits.
7. Group counting continued, with memory of results up to 10×10 as a basis for multiplication. Take in order—10, 5, 2, 4, 3, 6, 8, 9, 7.
8. Multiplication within notation limits, by numbers not exceeding 10.
9. Division, associated with the multiplication, by numbers not exceeding 10 (within same limits).
10. Unit fractions, associated with division and denominate numbers, using the symbols.
11. Denominate numbers continued—pint, quart, gallon; inch, foot, yard; ounce, pound; units of Canadian money in common use. Telling time in minute spaces.

12. One-step oral problems involving the denominate numbers and other problems which are real to the child.

Suggestions.

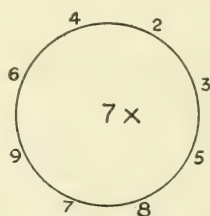
1. Have work daily on definite number facts for drill, and have recorded weekly tests for checking individual and class progress.
2. Give practice in reading numbers as well as in writing them. Pay attention to the numbers having zeroes such as 5,067, etc.
3. Note the new symbols L and C and the subtractive and additive principles involved in XL, XLV, etc.
4. Increase the lengths of the columns and give practice in problems involving numbers reaching different spaces as—

$$\begin{array}{r}
 693 \\
 5764 \\
 28 \\
 476 \\
 \hline
 \end{array}$$

5507

5. Drill in such as $\begin{array}{r} 5507 \\ \hline 518 \end{array}$ involving zeroes and carrying.

6. Give drill involving the use of the different multiplication tables, using circles, etc., on blackboard, as in annexed diagram, having pupils starting anywhere on the circle, and naming the products.



7. Use similar drills for division and introduce numbers involving remainders.
8. Introduce the short division form and have pupils interpret the question and result obtained, thus:—

$$\begin{array}{r}
 5 \\
 4 \overline{) 23} - 3
 \end{array}$$

Twenty-three is 5 4's and 3 over,
also 23 is 4 5's and 3 over.

Continue short division within the limits of the notation in the same way.

9. Make clear the different ways of expressing division:—

$\frac{7}{5}35$, $35 \div 5 = 7$ and $\frac{1}{5}$ of $35 = 7$ and have drill in all forms using the expressions one-fifth, etc., and also the symbols freely.

10. Establish the relation of the units in denominate numbers by actual use of the units, and by reference to situations involving the relations rather than by mere memory of a table. Thus, the pupils should measure their books in inches, their desks in feet and inches, and the blackboard, etc., in yards, feet, and inches; and should express the measurements in the different denominations as 3 yds. 1 ft. 6 in., or $3\frac{1}{2}$ yds. or 3 yds. $1\frac{1}{2}$ ft., etc., so that the relation is established by repeated use. Similar relations should be established in respect to a pint being $\frac{1}{2}$ a quart, a gallon 4 quarts, a quart 2 pints or $\frac{1}{4}$ gallon, etc. Have actual lengths permanently on the blackboard, or elsewhere in the class-room.
11. Adapt the problems to situations that may be clearly understood by the class, so that the pupils may realize more definitely the purpose of the study of Arithmetic. No written solutions should be required in this grade.

GRADE IV.

Aim.

A thorough understanding of the four fundamental processes. Accuracy and increasing speed in these processes. A knowledge of fractional parts working from the unit fractional part.

The especial work of the grade is the mastery of long division.

Scope.

1. Addition with checks.
2. Subtraction with checks.
3. Multiplication with checks. (Reverse multiplier and multiplicand.)
4. Division (short and long) with checks.
5. Continued practice in the use of simple unit fractions.
6. Denominate numbers reviewed and extended to pint, quart, gallon, peck, bushel; seconds, minutes, quarter-hours, half-hours, hours, day, week; ounces, pounds, hundredweight, tons; money applied to problems.
7. Notation to include millions.
8. Roman notation as needed for dates.
9. Problems, chiefly oral, involving denominate numbers, these problems to be taken during the school year, at the time when the denominate numbers are being taught.

Suggestions.

1. In Addition give attention to the following:—

(a) Special drill on the difficult combinations:—

2	3	3	4	4	4	5	5	5	5	6	6	6	7	7	8
9	8	9	7	8	9	6	7	8	9	7	8	9	8	9	9
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

(b) Practice in additions by endings. $\begin{array}{r} 9 \\ 22 \end{array}$ $\begin{array}{r} 9 \\ 32 \end{array}$ etc.

(c) Form the habit of checking results by adding columns in reverse order.

$\begin{array}{r} 527 \\ 6935 \end{array}$

(d) Make use of such examples as $\begin{array}{r} 29 \\ 4768 \end{array}$ etc.

(e) Give simple concrete problems involving addition of dollars and cents, as well as problems involving other denominate numbers.

2. In Subtraction give attention to:—

(a) Drill for accuracy and speed.

(b) Practice in subtraction involving endings:— $\begin{array}{r} 31 \\ 8 \end{array}$ $\begin{array}{r} 41 \\ 8 \end{array}$

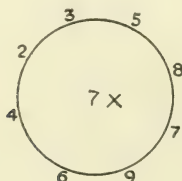
(c) Form habits of checking results by addition of remainder and subtrahend. Use the names of minuend, subtrahend and remainder as needed, but do not give formal definitions.

(d) Problems as in addition.

3. In Multiplication give attention to:—

(a) Emphasis on products with addition, employing number circles as well as regular tables; thus,

$$(7 \times 9) + 5 = 68.$$



(b) Multiplication by 10, by 100, etc., by adding zeroes.

(c) Products to 12×12 .

(d) Many problems, including those involving Canadian money.

(e) Use the names multiplicand, multiplier, and product as needed without formal definitions.

- (f) The placing of the partial products with care when there are zeroes in the multiplier.

4. In Division:—

- (a) Use names as needed—divisor, dividend, quotient, remainder, and have the class see in such an example as

$$\begin{array}{r} 33 \\ 7 \overline{)235-4} \end{array}$$

that the result shows that there are 33 7's in 235-4, also 7 33's in 235-4.

- (b) Establish the habit of checking the results.
 (c) In long division, begin with divisors having small numbers in the units, and place so that the difficulty in getting the trial divisor is approached gradually.
 (d) Give problems in finding the dividend from such forms as

$$\begin{array}{r} 14 \quad 16 \quad -4 \text{ etc., and have work checked} \\ \hline 23) \quad 15) \end{array}$$

by division.

5. Simple applications of fractions should be given associated with division and multiplication. No formal teaching of operations with fractions is expected.
 6. Associate the work in denominate numbers with situations that the class may understand.
 7. Accustom the class to marking off the numbers into periods as 467, 316, etc., giving especial attention to the reading and writing of numbers in which the zeroes occur, as 340, 016, etc.
 8. Teach the new symbols in Roman notation and note carefully the method of representation of such numbers as XCV, 100—10+5; CDLX, 500—100+50+10. An exhaustive treatment of the writing of numbers in Roman notation is not desired. Teach the principles involved and develop the ability to read chapter numbers, dates, etc., which may be met with.
 9. Do not hurry the problem work, but endeavor to get clear oral statements of what is known, what is required, and what operation must be used. Thus in such a problem as—
 “What is the cost of 5 books at 75c each?” the pupils should be led to see and understand that the cost of 5 books will be five times as much as the cost of one and will be found in this instance by multiplying 75 cents by 5, or taking 5 times 75 cents.

Similarly in such a problem as, “The cost of 6 cows is \$240, what is the cost of one cow?” pupils should be led to see that the cost of one cow will be one-sixth of \$240, and will be found by dividing \$240 by 6.

Also in the problem, "One book cost 5 cents, how many such books may be bought for 75c?" pupils must be led to see that since 5 cents will buy one book the number of books 75 cents will buy will be the number of times 5 cents is contained in 75 cents; it is found by dividing 75 by 5.

In this work use comparatively large numbers, so that the pupils must state the process and do the work before the answer is apparent. The statements may be shortened as soon as the teacher is satisfied that the reasoning is logical, so that later such a statement may be accepted as "The answer is 5 times 75 cents, or 75 cents multiplied by 5" and "The answer is $\frac{1}{5}$ of \$240 or $\$240 \div 5$," etc.

10. The pupils leaving this grade should be able to add or subtract with accuracy and speed, and also to multiply and divide by numbers expressed by two or three digits with accuracy. Work in the mechanical operations is the main feature of the work in Arithmetic in this grade.

GRADE V.

Aims.

1. To continue development in speed and accuracy in addition, subtraction, multiplication, and division.
2. To impart a working knowledge of a few simple applications of number.
3. To increase acquaintance with the technical terms and signs of arithmetic.
4. To train in accuracy of thought and statement.

Scope.

1. A careful systematic review of the work of the preceding grades, with considerable attention to checking the work.
2. Denominate numbers—inch, foot, yard; yard, rod, mile; sq. in., sq. ft., sq. yd., acre, sq. mile; acre, quarter section, half section, section; pint, quart, gallon; gallon, peck, bushel; ounce, pound, hundred-weight, ton, weight of a bushel of wheat, oats, barley, rye, flax, potatoes; units of time, miscellaneous tables in common use; cents, quarters, half-dollars, and dollars.
3. Reduction and work involving short problems in addition, subtraction, multiplication, and division of denominate numbers. (With the exception of division by $5\frac{1}{2}$ and $30\frac{1}{4}$.) Do not give problems involving changes not likely to be needed, such as reducing acres and square miles to square inches; bushels to pints, etc.
4. Fractions—relations of $\frac{1}{2}, \frac{2}{4}, \frac{3}{6}, \frac{4}{8}, \frac{6}{12}, \frac{12}{24}; \frac{1}{4}, \frac{2}{8}, \frac{3}{12}, \frac{6}{24}; \frac{1}{3}, \frac{2}{6}, \frac{4}{12}, \frac{8}{24}$; with addition and subtraction (not involving L.C.M.).
 $\frac{1}{6} = \frac{2}{12}, \frac{1}{12} = \frac{2}{24}$, etc., developed from divisions of lines or

rectangles and from divisions of numbers as $\frac{1}{3}$ of 12, $\frac{2}{3}$ of 12, $\frac{1}{8}$ of 24, $\frac{3}{8}$ of 24, etc., with both concrete and abstract numbers of rectangles.

5. Areas of rectangular surfaces.
6. Bills and accounts of a simple nature, involving form and calculation.

Suggestions.

1. Have systematic daily drills on definite combinations and other number facts, and tabulated monthly tests in the work for speed and accuracy.
2. Relate the denominate numbers as they are ordinarily used:—inch, foot, yard; yard, rod; yard, mile; rod, mile; sq. in., sq. ft., sq. yard; rod, acre; acre, quarter-section, section, etc. Show the development of measures of area from the measures of length by actual measurement of sq. ft. and sq. yd. on the blackboard, and sq. rod on the floor or in the school yard. Leave these units of area for constant reference.
3. Relate the work in addition, etc., of denominate numbers with ordinary addition involving carrying, thus:—
 2 yds. 2 ft. 7 in. 227
 1 yd. 1 ft. 8 in. 118
 in adding the eight and seven the result is fifteen, which is put down in the units' place and carried to the tens' place, similarly the 7 and 8 inches gives 15 inches, which is *1 foot and 3 inches* left. Then question: "What shall we do with the 3 inches and what with the 1 foot?", etc. Deal similarly with the other operations, noting that the relation is not constantly *ten* as in simple addition, but varies with the units involved.
4. Treat the fractions as denominate numbers that may be changed to other denominations without change of value. Thus—just as 1 foot may be expressed as 12 inches so $\frac{1}{2}$ i.e. 1 half may be expressed as 2 quarters or six-twelfths ($\frac{6}{12}$) or 12 twenty-fourths ($\frac{12}{24}$). Give plenty of oral work in such changes before written work.
5. Develop the area by working from actual measurements of rectangles drawn by the pupils and marked off in squares, and get them to see that the *number* of square units is the product of the *numbers* that are used in giving the dimensions.
 Do not permit such statements as 6 in. multiplied by 7 inches = 42 sq. inches. Have rather such statements as the area of a rectangle 6 in. \times 7 in. is (6 \times 7) sq. inches. Thus:—The area of a rectangle 6 inches *by* 7 inches is six times seven, that is, 42 *square inches*.
6. In bills and accounts stress the need of neatness, systematic form and accuracy, and have as much as possible of the calculation done without the use of the paper and pencil.

7. Give practice in oral statement of what is to be done in problem work, and encourage original written solutions in which the thought is clearly expressed.

GRADE VI.

Aim.

1. To increase speed and accuracy in the mechanical operations.
2. To secure a mastery of the fractions used in the ordinary activities of life.
3. To develop power in the solution of problems.

Scope.

1. A systematic review of definite number facts taken in the preceding grades, with especial attention to checking the results.
2. Bills and accounts continued, personal accounts.
3. Review denominate numbers and extend to units of volume.
4. Fractions systematically taken involving:—
 - (a) Factors; multiples; cancellation; tests for divisibility by 2, 3, 4, 5, 6, 9, 10; common divisor, greatest common divisor, common multiple; lowest common multiple by factoring and inspection, reduction of fractions.
 - (b) Addition of fractions.
 - (c) Subtraction of fractions.
 - (d) Multiplication of a fraction by a whole number and reverse.
 - (e) Multiplication of a fraction by a fraction.
 - (f) Multiplication of a fraction by mixed numbers.
 - (g) Division of a fraction by a whole number and reverse.
 - (h) Division of a fraction by a fraction.
 - (i) Division of a fraction by mixed numbers.
5. Practical problems based on denominate numbers, areas, and volumes, including fractions.

6. Use and meaning of the following percentages:
100%, 75%, 50%, $33\frac{1}{3}\%$, 25%, 20%, $12\frac{1}{2}\%$, 10%, and 50% related with fractional equivalents *and worked as fractions* ($25\% = \frac{1}{4}$), etc.
7. Problems from data within the experience of the class.

Suggestions.

1. Continue the systematic daily drills with problems of increasing difficulty and length. Have weekly tests, with results tabulated and charted. Use standard tests at least three times per year, and keep the results for comparison on a graph.
2. Increase the difficulty in the calculation in the bills and accounts, and maintain care regarding the form and neatness of work.
3. Use calculation of areas in problems likely to be met with, such as areas of fields, gardens, sidewalks, walls, etc., similarly with volumes of coal or grain bins—excavation for basements, etc.
4. (a) Have considerable oral work in changing fractions from one denomination to another. Avoid the use of problems involving unusual fractions, such as adding

$$\frac{7}{23} \text{ and } \frac{11}{29}, \text{ etc.}$$

(b) In addition and subtraction have oral work associated with denominate numbers, as 3 feet + 2 feet, 3 sevenths + 2 sevenths, then the fractional form written

$$\frac{3}{7} + \frac{2}{7}, \text{ etc.}$$

5. In work in addition or subtraction with mixed numbers do not change to improper fractions, but proceed as with denominate numbers.
6. In developing the common divisors and multiples, proceed from taking the factors of the numbers separately, thus—

$$\begin{array}{r} 2 \overline{) 12} \\ 2 \overline{) 6} \\ \hline 3 \end{array} \quad \begin{array}{r} 2 \overline{) 16} \\ 2 \overline{) 8} \\ 2 \overline{) 4} \\ \hline 2 \end{array} \quad \text{to taking them}$$

$$\text{together, thus } \begin{array}{r} 2 \overline{) 12} \\ 2 \overline{) 6} \\ \hline 3 \end{array} \quad \begin{array}{r} 16 \\ \hline 8 \\ \hline 4 \end{array} \text{ etc., so that the class will}$$

realize that the new form is merely to save time and space in working.

7. In work in multiplication and division of fractions by whole numbers, stress the denominate idea of fractions, thus:—
8 times 3 books are 24 books, 8 times $\frac{3}{5}$, i.e. 8 times 3 fifths are 24 fifths or $\frac{24}{5}$. Endeavor to get the method in division of fractions rationalized by illustration and explanation, then stress facility in operation without expecting or requiring the class to explain the process.
8. In problem work require clear statements of—
 - (1) What is given or assumed to be known.
 - (2) What is required.
 - (3) The statement of the operations using signs.
 - (4) The abstract work
 - (5) The answer in sentence form.
9. Give considerable practice in oral and written work involving *simple fractions in ordinary use*.

GRADE VII.

Aim.

1. To more firmly establish accuracy and speed in the mechanical processes, including work with fractions.
2. To extend the work in fractions, with especial attention to decimal fractions.
3. To increase the ability of interpreting the ordinary everyday problems involving the application of number.
4. To develop greater ability in estimating results, and to encourage the habit of checking answers.

Scope.

1. A systematic review of the work of the preceding grades.
2. Daily drill in mental arithmetic, and regular periodic tests with tabulated results of work in the mechanical processes.
3. Review and rationalization of the place values in our notation with the extension to the *right* of the decimal point.
4. Reading and writing of decimals.
5. Addition and subtraction of decimals.
6. Multiplication of decimals.
7. Ways of indicating division—division sign, common fraction—ratio. Review changing of fractions to different denominations, noting principle that multiplying or dividing both terms of an indicated division does not affect the value.
8. Division of decimals.
9. Problems involving decimals as the different processes are taken.
10. Changing common fractions to decimals. (Do not extend work in recurring decimals.)
11. Percentage—a specific application of decimals and fractions. A fraction with a constant denominator indicated by a sign (%)—

- (a) Percentage equivalents of fractional parts likely to occur in ordinary calculation.
- (b) Finding the per cent. of a number.
- (c) Finding what per cent. one number is of another.

12. Problems—

- (a) Profit and Loss.
- (b) Simple interest (involving only finding the interest).
- (c) Application of areas and volumes (rectangular only), including board measure.
- (d) Bills and accounts.

Suggestions.

1. Drill on the four processes in whole numbers and in fractions, giving close attention to individual weaknesses.
2. Use the Courtis or some standard test about three times a year (September, January, June).
3. Decimals should not be approached as a new subject. Recall the place value in ordinary notation, then the writing of dollars and cents—have the number of cents expressed by common fractions, thus $\$3.17 = \$3 \frac{17}{100}$, then discuss the meaning of the form $\$3.17$.
4. Practise changing common fractions to decimals by inspection and calculation.
5. Give a thorough drill in reading and in writing decimals, having the pupils think how many places, then writing from left to right, placing the decimal point first, thus:—In writing seventeen thousandths, 17 gives *two* places, thousandths requires *three* places, therefore we must have .017 or say point, zero, one, seven (if given orally).
6. Encourage the postponement of the mechanical work in a problem until the end of the problem, when it can be done in one continuous process frequently shortened by the use of cancellation.

The Courtis tests may be obtained from the Libraries Branch, Department of Education, Edmonton.

GRADE VIII.

Aim.

The work of this year is along the line of definite business applications of Arithmetic. The subject should be so taught as to apply to the genuine problems of life met within ordinary occupations of the community.

Scope.

1. Continued systematic drill in the fundamental operations with integers, fractions and decimals.
2. Denominate numbers. Review relations and give problems in keeping with ordinary business needs. Board measure.

3. Squares of numbers and square root by factoring and by square root process.

4. Applications of Percentage—

- (a) Profit and loss.
- (b) Interest. (Include compound interest to four computations.)
- (c) Commission, limited to direct buying and selling commission, and proceeds.
- (d) Trade Discount, limited to two successive discounts.
- (e) Taxes.
- (f) Fire Insurance.

N.B.—While the emphasis in (a) and (b) of this section should be placed on computing Selling Price and Interest, the pupil should be able to find Original Price, Rate and Time when other factors are given.

5. Business forms.

- (a) Cheques.
- (b) Promissory Notes.
- (c) Bills and accounts.
- (d) Receipts.

6. Mensuration.

- (a) Rectangular figures and solids (areas and volumes).
- (b) Parallelograms.
- (c) Triangles, area given base and perpendicular, right-angled triangles.
- (d) Circles and cylinders (areas and volumes), with applications in excavating, building, painting, etc.
- (e) Approximate measurements of quantities of hay in stacks (optional).

8. Solution of problems.

- (a) Estimating approximate results.
- (b) Analysis of procedure.
- (c) The use of the Unitary Method continued as a ratio expressed fractionally.
- (d) Simple graphs used as a means of illustration.

The topic should include:

- (i) Statistical data represented by means of straight lines, and rectangles. Such material as S. & R. p. 5, comparative sizes of continents, imports, population, etc.
- (ii) The broken-line graph. Such material as S. & R. p. 230 (i). Census figures, imports, wheat prices, etc., over different periods.

Suggestions.

1. Have a definite aim for each week and day, and use standard tests three or four times a year and chart results. *Do not*

sacrifice accuracy for speed or for any other feature of the work.

2. Keep the work with denominate numbers practical.
3. Give situations where a knowledge of square root is needed, then teach the process.
4. In applications of percentage apply directly, thus:

7% of 85 is 85; also $4\frac{1}{2}\%$ of 56 is 56 after making

$$\begin{array}{r} 7\% \\ \hline 5.95 \end{array} \qquad \begin{array}{r} 4\frac{1}{2}\% \\ \hline 28 \\ 224 \\ \hline 2.52 \end{array}$$

the idea clear that per cent means on the hundred. Do not change to the equivalent values $\frac{7}{100}$ or .07 as the sign should be interpreted directly to require the marking off of two places of decimals. Give practice in the use in the *most convenient form* of such common percentages as $33\frac{1}{3}\%$, 25%, $12\frac{1}{2}\%$, 10%, 5%, etc., using the fractions $\frac{1}{3}$, $\frac{1}{4}$, etc., as convenience suggests. Give practice in the use of fractional percents as $\frac{1}{4}\%$, $\frac{1}{8}\%$, $2\frac{1}{2}\%$, $3\frac{1}{4}\%$, etc.

5. Insist on neat appearance and accurate work in the business forms.
6. Be careful that the work is visualized before calculation is commenced. Have frequent use made of plans drawn to scale.

In measuring ordinary stacks of hay use such formula as (Overthrow of stack less the width), multiplied by measure

2

of length x by measure of width to give the *approximate number* of cubic feet. Then take 343 or 420 or 512 cu. ft. to the ton according to the kind of hay and length of time of settling.

7. The giving of estimates and approximate results requires a grasp of the actual situation involved in the problem. Do not require the constant reduction to the unit, but encourage independent solutions and the most direct means for reaching the result. Insist that each statement made be perfectly clear. Encourage charts or graphs showing changes in temperature, proportions of costs, populations of cities, etc.
8. In this grade the Unitary Method may be shortened by the elimination of the second step: thus, after thorough understanding is established, have the second step mental only, and carrying the written solution to the concluding line, thus: 3 horses cost \$250.

Mentally, 1 horse costs $\frac{1}{3}$ of \$250.

Then 9 horses cost $\frac{9}{3}$ of \$250, etc.

9. Pay particular attention to the statement of aim in the general introduction to this course.

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